

Break

Euro-post line-up

As the European commissioners head towards the tent of their four-year stay this December, the TES's Euro-spy reports mounting speculation about who will be the first to leave.

Most who are being placed on education commissioner, Guido Brunner, who is rumored to be planning to leave in July, to prepare himself as a liberal candidate in West Germany's autumn general election. An early departure would give his staff a certain symmetry. He joined the Commission in November, 1974 when fellow German, Ralph Dahrendorf, disillusioned with the way the Community was going, left Brussels to head the London School of Economics.

Even if he leaves before December, Brunner will have had a respectable length of stay in Brussels—almost six years—where his responsibilities, in addition to education, are for energy, and research and development. However he is not generally thought to have had a great deal of impact in any of these areas.

Whether his hopes of a safe liberal seat are realized remains to be seen. As a champion of nuclear energy he may not be entirely welcome within his party, the FDP, which is currently feeling the heat from the political gains of the environmentalists. Green Party within West Germany.

If Brunner leaves early, his responsibilities will be divided between the other commissioners. Front runner for education is Richard Burke, the former Irish Minister of Education, whose present responsibilities are for consumer affairs, transport and taxation policy. Burke wanted little to do with education when he first arrived in Brussels, but has been showing recent signs of courting the powers that be in the education division, DG12.

Meanwhile, more speculation from Brussels: could Shirley Williams be looking for a Euro-post?

When the former Education Secretary visited Brussels a few weeks ago, she gave an evening talk to the Brussels British Labour Group, but instead of staying on for the usual question and answer session, she made an 11 pm dash over to Roy Jenkins's home to meet the three most important commissioners. And this after carefully quizzing fellow diners earlier in the evening about how the Commission worked, and where the real power lay.



European education commissioner Guido Brunner... rumored to be leaving.

In grandmother's footsteps...

Back at home, Mrs. Williams's daughter, Becky, will be following in the footsteps of both her mother and grandmother—Testament of Youth author Vera Brittain—when she goes up to Oxford this autumn.

However, there will be something of a break with family tradition. Mrs. Williams's daughter will not be the third generation of Brittain girls to go to Somerville College, but has decided to go instead to Wadham, a mixed college.

Dreamland bound

The National Union of Students conference in Blackpool usually seemed like an insomniac's nightmare. This year, however, it started at 9 am and went on until midnight, with only a couple of breaks in the day for fringe groupings of the ultra-left to gather in corners—to print more pamphlets; to keep the Winter Gardens' cleaners busy.

Even after midnight, when one has searched in vain for a taxi and eventually walked back to the hotel along two miles of sea front, rumbung at noon, school at 1 am—it has proved impossible to sink into the pillow and try to get the ringing of emergency motions on procedure and procedural motions on emergencies out of the ears. For 2 am was caucus time and the pedagogues sat up talking shop in the hotel bars and lounges.

At the NUS conference next

Conference notebook

Hold up at headquarters

If there is any doubt in the mind of Terry Casey, General Secretary of the National Association of Schoolmasters' Union of Women Teachers, about when and how to settle the spot of bother he is having with his own staff at the union's Birmingham headquarters, then the prospect of losing hundreds of members should provide the spur.

The 27 dissidents in the head office are operating an overtime ban in pursuit of a pay claim—themselves a tactic not totally unknown to Mr. Casey. One side effect of the dispute is a hold-up in the processing of applications from disgruntled NAS/UNT members who want to leave and join the rival National Union of Teachers.

So far, one would think that they played into Mr. Casey's hands. His membership would be kept up. Not so. The clever NUT is rigidly enforcing the TUC rules which govern switching of members from one union to another, and is allowing the NAS/UNT only the maximum 28 days to object to individual transfers. If the NUT hears nothing from its brother union after four weeks then the body automatically belongs to the NUT.

The overtime ban is causing long delays in answering letters. Even more serious, though, is the impending inquiry into membership figures of all the teacher unions who are or want to be on the curriculum committee. Mr. Mark Curdell, the Education Secretary, has set a deadline of May 1 by which time he expects to receive authenticated and verifiable details of the sizes of the various unions.

Prospect of a split

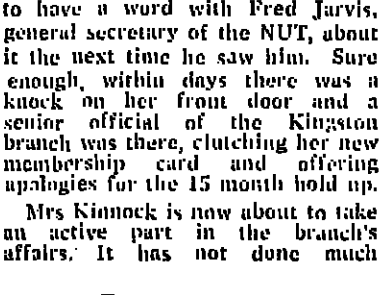
Mrs. Rumbold's first appearance on the platform at the NUT conference was almost certainly her last. The Labour party is poised to regain control of the Association of Metropolitan Authorities education committee next month after the local council elections. But under the peculiar rules of the AMA, handing over of power will not take effect until early July, some two months after the May polls. The Tories will remain in control for some time, continuing their hawkish approach to negotiations with the teacher unions.

What happens after the change-over is potentially more interesting. It is a safe assumption that the Association of County Councils will

Forthcoming attractions

It is not what you know but who. When Glenys Kinnock was having some local difficulty about transferring her membership from the Richmond branch of the NUT to neighbouring Kingston upon Thames, she asked her husband Neil—Labour's educational spokesman—to have a word with Fred Jarvis, general secretary of the NUT, about it the next time he saw him. Sure enough, within days there was a knock on her front door and a senior official of the Kingston branch was there, clutching her new membership card and offering apologies for the 15 month hold-up.

Mrs. Kinnock is now about to take an active part in the branch's affairs. It has not done much



I hope they get the pay rise; I'm fed up with these explosions of anger.

recently but the Conservatives on Kingston Council—including, of course, the borough's policy committee chairman and leader of the Association of Metropolitan Authorities education committee—can expect the full blast of Welsh rhetoric. Angela Rumbold v Glenys Kinnock should be worth keeping seats for.

Next week

"Authoritative, obscure, and susceptible of conflicting interpretations as its acronym implies," Michael Armstrong reviews the fruits of the ORACLE project. Inside the Primary Classroom, Maurice Galton, Brian Slone and Paul Croft. Books about the Third World: Judith Hart, MP, reviews new study of America's relations with developing countries; plus a special series of reviews of books about education, health, development and politics in Africa, Asia, and South America. Stephen Simpson explodes some myths about class size and attainment. Rose Housden on the Spire. Teachers' Workshops for school leavers. John Wain on television.

Crossword No 1,183

Across:
1 Squabbles for more (6)
2 The degree date has (6)
3 Party bookings for modern travel (7, 6)
4 Children's cousin (5)
5 Was the classical treasurer looking for an alternative? (7)
6 Possibly made two or three tries (9)
7 A grub or a cliche (7)
8 Champagne on ice refreshes one internally (6)
9 There's nothing in such a comeback (8)
10 So knotty the doctor wouldn't prescribe (6)
11 An ancient city, just a remnant of a fire and odd pieces (6)
12 A day of action—Max (6)
13 Disruption in spite of teachers' leaders to educate members honourably (11)
14 Accepted to a settlement (6)
15 31 pay claim and it is (6)
16 Mr. Peter Smith, (6)
17 To meet the cost of (6)
18 Teachers will be resisted (6)
19 Mr. Fred Jarvis, general secretary of the National Union of Teachers, (6)
20 "We cannot accept" (6)
21 Settled to a settlement (6)
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D. B. Epson

Maths teaser

Areas of triangles, rectangles and squares

(1) In Figure 1, ABCD is a rectangle, whose sides AD and AB are in the ratio 6:5. P and Q are points in BC and CD, such that DQ=DA, and the area of the triangle APQ is one-third of the area of the rectangle ABCD. Find the ratio of BP to PC.

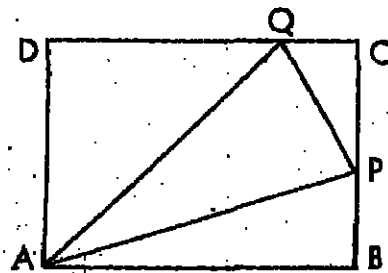
(2) In Figure 2, XYZW is a square, and the points P, Q in XY and YZ are equidistant from Y. Prove that the area of the triangle PQW cannot be more than half the area of the square.

(3) Find the ratio of the areas of the triangles RQW and PQW, when PY is three-quarters, or one-half, or one-quarter of XY. What do you discover? When is the ratio the greatest?

More mathematical metamorphoses. Each of the following words can be changed by altering one letter only into a mathematical word, a clue to which is given.

GRADE: Chart that could be statistical, seismic, photo- or auto-

PRINT: According to Euclid it has position but no magnitude.



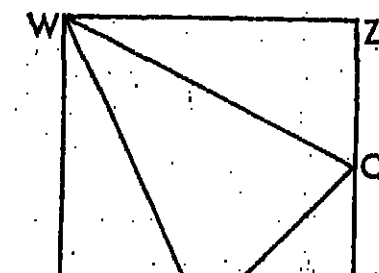
ADDITION: The White Queen told Alice that she could perform this operation, if given time, but she couldn't do subtraction under any circumstances.

DUNCE: A carnivorous cat, that carries little weight.

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Clegg rises may empty coffers

start today in the Burnham Committee on the rises recommended by the Clegg comparability commission. The signs are that employers and unions reach agreement on the 17 to 25 per cent rises put forward by Clegg. But there will then only be enough local authorities' treasuries for a 7 or 8 per cent rise this year. Local authorities gave a warning anything higher would have to be paid for by loss or increases in the rates.

Richard Garner reports.

Threatened by 1980 claim

As the Assistant Secretary of the Assistant Masters and Mistresses Association, spoke of a "moral" obligation on authorities to meet the Clegg recommendations. Negotiations on the Clegg report begin in the Burnham committee today and there is every sign the offer will match the Clegg recommendations. Only the National Association of Schoolmasters/Union of Women Teachers—which reiterated its view that teachers would have done better from arbitration—and the National Association of Headteachers—which said the report had "abysmally failed" to give proper recognition to head teachers' responsibilities—voiced outright opposition, even though they failed to restore pay to the 1974 Houghton levels in most cases.

There is still a possibility of a serious clash between the two sides over conditions of service. The management have not dropped their insistence that the teachers should give them a commitment to sign a new agreement on hours and conditions although they may now wait until they discuss the 1980-81 pay claim before bringing this up. The resistance of the unions to the idea of linking pay with conditions hardened this week when Mr. Terry Casey, general secretary of the NAS/UNT sending a personal letter to Mr. Jarvis suggesting that the two unions should "bury their differences" on this issue and unite to fight the management's attempts. Both unions are totally opposed to linking the two issues although the NUT is prepared to discuss them separately.

Teachers walked out of about 50 Scottish schools this week in protest at the Clegg report. They were angry that no recommendations had been made about their salaries. Instead, it told Scottish negotiators to work out the cost of paying their teachers the same salaries as the English and Welsh recommended amounts, and to draw up a salary structure to fit that figure.

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Teacher union conferences' round up

Which way for Zimbabwe?

Do pupils learn more in large classes?

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Platform

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Overseas news

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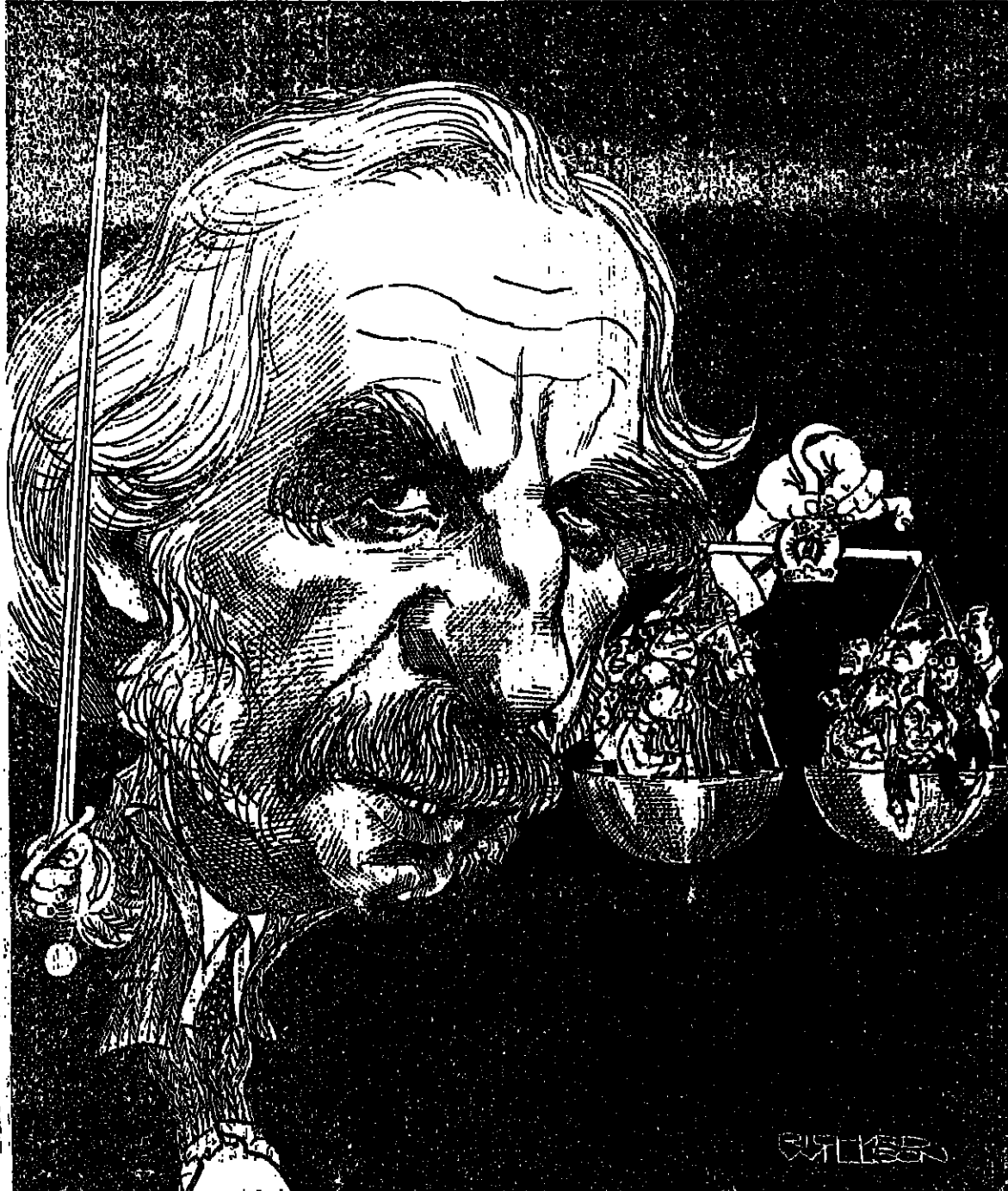
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Resources

Media

Talkback

Egyptian diary, chess, crossword



This week

Teacher union conferences' round up

Third world: Judith Hart on America's involvement

More reviews and articles

Lighter workload could solve maths shortage

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Fair and frank, but far too late

As the negotiations and the impasse start, there are two questions to be answered about the Clegg pay recommendation. Is it a fair award which can and should be paid? Was it a good idea to remit the matter to Professor Clegg's Standing Commission on Pay Comparability in the first place?

Fair seems to be the operative word. Only fairly good, fairly difficult to pay, and just about fair to an underpaid profession which is expected to maintain and improve standards in the face of increasing public and financial pressures. The recommended increases, which range from 17 to 25 per cent and average 18.2 per cent, are a good deal better than the 8 per cent the management side originally offered a year ago, and there is no knowing what the alternative route of arbitration might have produced, though some examples suggest that it might have been less. They do, however, fall a good 5 per cent short of restoring the value of the Houghton awards.

The National Union of Teachers are having to put a brave face on this in order to justify their decision to go to Clegg, the National Association of Schoolmasters/Union of Women Teachers are equally bound to take the opposite view since they favoured arbitration. The unions, in fact, will all grumble about detail and differentials, but will be grateful if they can get Clegg in full, without conceding anything on conditions of service, and finally get their April 1979 pay negotiations out of the way so that they can begin on the even more arduous April 1980 round.

For the local authorities, 18.2 per cent is, almost certainly, within what they expected and they will probably pay up. Despite some of the week's huffing and puffing about the effect that a £640m award plus £115m for pensions and insurance will have on the rates and the teachers' own jobs, the teachers' pay award was allowed for in last November's Rate Support Grant settlement and budgeted for by the local authorities, though the first outcome of the budgeting process was

aside the 20 per cent they expected are now moderately relieved; others whose budgets have suffered attrition in the face of competing demands may take it out on capitation or go on to make some of the worst of the scare stories come true.

The conflicting signals that are coming from the Government about the level of pay awards are not making it easier for the local authorities to steer through the financial mine, or for anybody else to understand it. On Monday Sir Geoffrey Howe and Treasury Under-Secretary Robin Butler told a House of Commons committee that they expected public service wages to rise by 25 per cent this year, and that all public service workers, including local government employees, would receive an average of 23 per cent, partly through staged pay awards by the Clegg Commission. The next day Mr Michael Heseltine, the Environment Secretary, was putting the fear of God into the Consultative Council on Local Government Finance with a warning that the Government would not meet the extra cost of Clegg or provide any extra cash for pay awards or inflation above 13 per cent.

The reason that the negotiations have been run so close together, and one year's financial settlement mixed with another in the public mind, is of course the decision to go for a lengthy comparability study. There is little doubt in fact that this was a mistake, and the delays and doubts have led to a deterioration of relationships between unions, their employers and the Government in an already adverse economic and political climate.

All that would have been the comparability exercise had Professor Clegg's frank and lucidly confirmed most of our previous making it quite clear that it had not been anything like the teaching profession before, there was not a data bank of comparable jobs to make it up as they went along. The effect, the Commission were to make it up as they went along. The effect, the Commission were to make it up as they went along. The effect, the Commission were to make it up as they went along.

The time when they really were a case for some sort of pay policy machinery was during the pay policy era of the Labour government, when it looked as if some public service employees were a quite unacceptable squeeze standards. By the time that Clegg got round to setting it up, it was already too late and it is difficult to see it fitting into an era of theoretical collective bargaining.

If the Standing Commission is standing by Mrs Thatcher's groundswell will have to be done by anyone cares to refer an asterisk to like teaching to it again.

of much of teacher training of a basic. It was at about that time that St John Stevas, then opposition spokesman, promised an inquiry into training if the Tories won the election. It would be comforting to think that the ACSTT decision reflects this commitment of the Government's plan to curriculum and examinations, and 16 to 19 age group, have important floors for the content of teacher training. The Government has so far shown little interest in it.

Details of the composition and of the new committee have not been announced. Does the decision indicate a new direction in the way of thinking about the number of teachers in places? The birthrate is certainly past to mistime the expansion and of teacher training. But the population still has a long way to go. At the new committee, which carried then its predecessor with a teacher supply, and concentrate on the content of teacher training? What teacher trainers be represented?

However much the old committee on teacher numbers was criticised, the government, at the time, was a valuable function in enabling people all aspects of teacher training to work on important aspects of the work. Its working parties came up with induction and in-service, and discussed issues like the quality of college entrants and the need to attract members of ethnic minority teaching.

Do this sort of job alone in grounds for restoring the committee.

of the early 1970s when the NUS began to take on board not only the liberation of women and homosexuals but also revolutionary movements around the globe.

Now that the Government has got student grants in real terms, decided to charge full fees for overseas students and change the method of financing student unions, many students will feel they have a cause to return to the 'democratic' system and that what absurdly unconstructive process action, the lecture boycott, which have virtually disappeared in recent years.

In the past few years, the relatively moderate leadership in which the broad left has joined forces with the Conservatives to keep the left-wing groupings a vociferous but ineffectual minority has worked quietly behind the scenes to maintain a continuing dialogue with government ministers. The NUS executive is urging that this approach be continued with the new limited number of campaigns being fought through lobbying marches.

The new approach to student politics in the 1980s shows the NUS leaders have grasped the lessons of the 1970s. It is an approach which could gain students some public sympathy without which little progress can be made.

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Comment

Bucking up the head

Through the remarkable powers of head-teachers, however, sometimes been criticised, ordinary school life would be unworkable if no head could discipline a pupil without feeling that his decision might be quashed by a small group of local politicians.

But contrary to banner headlines last week, the case of the two Buckinghamshire schools suspended for smoking ban breaches will be readmitted to the Buckingham Grammar School after their parents successfully appealed to a local authority tribunal does not set any precedents. Heads can relax. Their authority, which on many matters is ill-defined in law, had been cut from under them.

This was not an instance of a county council attempting to discipline parents, meddling in the internal running of a school. Rather it was an example of an agreed suspension appeals procedure in operation, which unusually but not uniquely, ruled that the boys should be readmitted.

These two schools, which have been suspended for smoking ban breaches, have the right to appeal to the Secretary of State. The Secretary of State, in turn, has the right to appeal to the Secretary of State. The Secretary of State, in turn, has the right to appeal to the Secretary of State.



Believing that the new NUS is a rebirth of a quango, it concentrates the mind wonderfully.

A lack of money can evidently defeat the same effect that Dr Johnson described in a man condemned to death: it concentrates the mind wonderfully. The National Union of Students conference in Blackpool heard from their executive this week that they face a 5 to 10 per cent drop in income with the possibility of some universities looking more bleakly at the prospect of a strike. The executive's answer is to narrow the focus of its campaign and concentrate on the most vulnerable areas of the education system. This marks a definite shift from the heavy-duty

Rebirth of a quango

It does not seem to be the Government's intention to revive the Advisory Committee on the Supply and Training of Teachers (or the Education Committee) of the Department of Education. It was, after all, a pretty typical example of the species—a talking shop with no power. And it is, in many beliefs, the seed of acceptability to the Government's plan to phase out the training of teachers. It was also been done.

When the ACSTT came to the end of its five-year term in 1978, it was confidently expected that it would be reappointed, albeit in a slightly altered form. But the plans stalled partly because the then Labour Government was not keen on the idea of a 'second' ACSTT. The then Conservative Government was not keen on the idea of a 'second' ACSTT. The then Conservative Government was not keen on the idea of a 'second' ACSTT.

No comment

Mr. As a responsible teacher I would like to agree with the comment made by Mr. Clegg in his report on the state of the profession. It is a pity that the government has not taken more action to improve the conditions of the profession. It is a pity that the government has not taken more action to improve the conditions of the profession. It is a pity that the government has not taken more action to improve the conditions of the profession.

hundreds of three special schools slammed

of the allegations involves any mal-treatment of the pupils.

A spokesman for the DES said that a letter had been received from Mr. Perry, but the allegations were matters for the respective local authorities as the employers. The DES have informed the two chief education officers, Miss Gwen Rickus of Brent and Mr. Reg Hartley of Ealing.

Mr. Perry said that there was a high staff turnover at John Chilton School, where the headmistress is Miss Sylvia Howarth. He also alleged poor relationships between the head of Barretts Green School, Mr. I. W. Strong and his staff.

The chief education officer of Brent, which runs Barretts Green School, Miss Gwen Rickus, said in a statement: "There is some difficulty in personal relationships between the head and his staff but this is in no way being allowed to affect the pupils. I am confident that such problems as there are can be solved. Everyone involved is working to that end, with their pri-

mary concern the interests of the children."

A spokesman for Ealing council said there was an internal inquiry and the chief education officer, Mr. Reg Hartley, would be reporting to the education committee in due course. Members of the minority Labour party will be pressing at the next full council meeting in two weeks' time for any report to be made public.

Another Labour education committee member, Mr. Hilary Benn, said: "There is still concern about the way the Newlands affair was handled." The head, Mr. Llewellyn Hodges, moved to the north of England. Mr. Benn added: "We need a full public inquiry into the running of special education in the borough."

Mr. I. W. Strong, headmaster of Barretts Green School, said he agreed with the statement made by Miss Gwen Rickus and would be meeting education officers, but was unable to comment further. Both Mr. Lane and Miss Howarth were unavailable for comment this week.

in this country is in an unhappy state and needs special investigation. It is a very demanding area of work and this isn't recognized in the training teachers get or the salaries they receive. It can bring out the best or the worst in teachers. Because teaching in these schools isn't very popular it is exceedingly difficult to recruit the right people."

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Kinnock may quit over cuts pledge

by Biddy Passmore

Mr. Neil Kinnock, Opposition Education spokesman, has threatened to resign from the front bench if the Labour Party persists with proposals, now in its draft manifesto, to restore the full value of Tory cuts on school meals and milk.

Speaking at a fringe meeting at the NUS conference on Tuesday evening, he said: "I disagree with the draft. It's a choice between making these promises and quitting my front bench job, frankly the job will have to go. I'm not going to tell lies and repeat the mistakes the Tories have made."

When Labour resumed power, Mr. Kinnock said, the productive base of the country would be lower than at any time since the war, and social benefits, especially child benefit, would be run down.

"We must have a list of priorities," he said.

On coming to power, he continued, a Labour Government would immediately have to find £10 billion to restore social benefits and regenerate industry.

Handicapped groups attack right to strike move

A decision by the National Union of Teachers to allow its 12,000 members in special schools to take part in future industrial action was criticised by societies representing the handicapped.

The National Society for Mentally Handicapped Children and Adults, the Association of Parents of Children with Special Needs, and the Society for the Education of the Subnormal, all expressed their disapproval.

The NUT conference last week overwhelmingly passed a motion instructing its executive to rescind the previous policy of excluding teachers in special schools from taking industrial action—including strikes.

However, the NSMHC has issued an appeal to officers of individual associations of the NUT not to commit their special school members to industrial action—an appeal which will open to them.

A half-day strike by members of the National Union of Teachers in Nottinghamshire will take place next Tuesday—the second day of the summer term—in protest at the continued suspension of Mrs. Croble, the nursery school head, who refused to teach a child who was considered unsafe after being helped through this in the past.

of the overall rise in wages as low as it might be, and the rebound in wages where rents have risen by more than 10 per cent. There would be higher forms of direct action, he warned.

Mr. Rhodes, a history teacher at Manchester University, said by conference that a 134-vote lead over his nearest rival, Mr. Stuart Hepburn, of the Socialist Workers' Students Organisation, was a "warm admiration for Higher Education, which he describes as 'blunt, honest, and hard working'—although he is quick to point out that his admiration is personal, not political."

Spending on Welsh language

The Government is doubling its spending to £1m next year to support the Welsh language. This is in addition to the £500,000 already promised to Welsh local authorities for financing bilingual education.

Mr. Nicholas Edwards, Secretary of State for Wales, told Gwynedd County Council this week that there was no question of imposing a policy of bilingualism on the Welsh people. It would be counter-productive.

Chairman appointed

Dr. Clifford Butler, the vice-chancellor of Loughborough University, has been appointed chairman of the Advisory Committee on the Supply and Training of Teachers.

Mr. Mark Carleton, the Education Secretary, announced the appointment last week and said the re-constituted committee would get into action as quickly as possible.

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The balancing act that nearly failed

By Richard Garner and Sarah Baylis

Pay increases ranging from 17 per cent to 25 per cent have been recommended for teachers by the Clegg Commission on pay, competence and promotion, but they failed to restore the vast majority of teachers to the salary levels achieved after the Houghton award in 1974.

If they are agreed in the current bargaining committee talks, they would average 18.2 per cent and add £75m a year to the salaries bill. Many local authorities had budgeted for increases of around 20 per cent.

The top rise of 25 per cent goes only to a handful of heads of the largest comprehensive schools while the lower limit of 17 per cent applies to teachers at the bottom of the scale.

While the report says: "While our reference in effect obliged us to consider general pay movements since the Houghton award, we took the view we could not confine ourselves to that approach."

Our first report we said that to justify indexation of that kind, a national pay relationship would have to be shown to be right at the time it was drawn and that it would be unlikely to hold good for longer than two or three years. We note it has now been five years since the Houghton award and that it is therefore time for a reassessment."

The recommended rises will mean the average salary increases from £184 in March 1979 to £6,669 by September 1980, when the second half of the Houghton award falls due. The first half is scheduled to be paid from January 1980.

The new starting salary will be £2,740. The highest paid head would receive an increase of £3,747 a year, producing a new maximum of £12,500.

down teachers' jobs and a range of other jobs into a number of factors and compared them. Despite many attempts to make sense of the Inbucon study, it had to be abandoned.

The commission team then considered four surveys of graduates' pay upon entering employment which showed most other professions offered better pay than teaching. They concluded—as teachers were specifically trained for their job while people entered other professions and required further training—the starting salary for a teacher should be higher.

The surveys which covered 9,000 graduates went on to show that their salaries had risen more rapidly than teachers in their first few years.

In addition, the commission concluded that there should be greater increases for those with identifiable higher responsibilities.

"Upon the head rests the responsibility for establishing and maintaining the standards and morale of the school. It is a task which demands a high quality of leadership. We believe there is a justified claim for some widening of differentials which have been compressed in the scales above scale one during recent years."

Because of this, the pay increase recommended for non-graduate teachers could be as high as 25 per cent. It was to be implemented on the basis of half in January and half in September this year. It would mean these teachers handing back about £13.50 to their employers, since they received just over 8.5 per cent from the interim pay increase in January.

However, the report says: "Since the first stage of the application of our proposals will be a payment of 8.5 per cent, they will be required to pay back only a small amount. We suggest that that should be done and that those concerned should retain their existing salaries until they are overtaken by further increases or increments."

The recommendations have taken account of the comparative advantage of teachers' pensions and for their comparative disadvantage in not having company cars.

Summing up on pay, Professor Clegg said there was a proper method of appraising the different salary scales and suggested this should be looked at. He rejected the idea of special payments for shortage subjects and for teachers with special skills. He said: "The idea of special payments for shortage subjects and for teachers with special skills is a very attractive one. It is a very attractive one. It is a very attractive one."

However, after questioning, he said that he would have been prepared to have given differential payments for shortage subjects and for teachers with special skills. He said: "We would have been more prepared to have given differential payments for shortage subjects and for teachers with special skills. We would have been more prepared to have given differential payments for shortage subjects and for teachers with special skills."

Professor Clegg and his team arrived at their conclusions by comparing the salaries of graduate entrants to the teaching profession with those of other professions. This method was only adopted, however, after two other methods had been examined and rejected.

Job for job comparisons were also considered but were rejected because they were so few in number that they could not be used as a basis for comparison.

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What Clegg could mean—for teachers.

Scale	Rate at 1 April 1979	Proposed rate	Proposed increase
Qualified Teacher			
Scale 1	Min 8,231	9,760	17.8
	Max 5,082	5,946	17.0
Good hon graduate	Min 5,483	6,393	17.0
Scale 2	Min 5,714	6,669	17.0
	Max 5,552	6,669	17.0
Scale 3	Min 5,590	6,669	17.0
	Max 5,495	6,669	17.0
Scale 4	Min 5,483	6,393	17.0
	Max 5,218	6,393	17.0
Senior Teacher	Min 5,838	6,888	18.0
	Max 7,722	9,267	20.0
Deputy Head Teacher			
Below Group 4	Min 4,041	4,728	17.0
	Max 5,790	6,774	17.0
Group 4	Min 4,740	5,592	18.0
	Max 6,171	7,281	18.0
Group 5	Min 6,304	8,268	18.0
	Max 6,505	7,784	18.0
Group 6	Min 6,505	7,784	18.0
	Max 6,777	7,968	18.0
Group 7	Min 6,777	7,968	18.0
	Max 6,936	7,539	18.0
Group 8	Min 7,080	8,424	19.0
	Max 6,857	7,923	18.0
Group 9	Min 7,401	8,808	19.0
	Max 7,028	8,384	18.0
Group 10	Min 7,401	8,808	19.0
	Max 7,401	8,808	19.0
Group 11	Min 8,151	9,780	20.0
	Max 7,779	9,336	20.0
Group 12	Min 8,151	10,230	20.0
	Max 8,088	10,787	21.0
Group 13	Min 8,403	10,787	21.0
	Max 8,150	11,073	21.0
Group 14	Min 8,712	10,829	22.0
	Max 8,462	11,544	22.0
Head Teacher			
Group 1	Min 5,637	6,651	18.0
	Max 5,273	7,401	18.0
Group 2	Min 5,637	6,651	18.0
	Max 5,616	6,589	18.0
Group 3	Min 5,616	6,589	18.0
	Max 5,792	6,818	18.0
Group 4	Min 5,792	6,818	18.0
	Max 5,730	6,804	18.0
Group 5	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 6	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 7	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 8	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 9	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 10	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 11	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 12	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 13	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0
Group 14	Min 5,730	6,804	18.0
	Max 5,730	6,804	18.0

What Clegg could mean—for FE.

Scale	Rate at 1 April 1979	Proposed rate	Proposed increase
Lecturer I	Min 3,480	4,071	17.0
	Max 5,114	6,001	17.0
Lecturer II	Min 4,470	5,229	17.0
	Max 5,719	6,436	17.0
Senior Lecturer	Min 5,597	7,785	18.0
	Max 6,253	8,822	18.0
Principal Lecturer or Reader	Min 7,680	9,138	18.0
	Max 8,939	11,568	20.0
Head of Department	Min 6,495	7,693	18.0
	Max 7,398	8,668	18.0
VI	Min 10,186	12,222	20.0
	Max 11,232	14,479	20.0
Vice-Principal	Min 7,355	8,514	18.0
	Max 7,737	9,207	18.0
12	Min 14,052	17,143	22.0
	Max 14,582	17,768	22.0
Principal	Min 8,400	9,999	19.0
	Max 9,093	10,531	19.0
12	Min 16,383	20,478	24.0
	Max 16,998	21,243	24.0

After Clegg... the view from the classroom

Mr Pat Goldacre, a secondary school teacher working in a London borough, has written a letter to the NUT and currently earning the maximum on Scale 1, £5,590, plus London weighting and 9.5 per cent education allowance. His salary would rise by 18.2 per cent to £6,669.

His main objection is that the lowest paid teachers have received the largest percentage increase, increasing the differentials between teachers. "Why have the best off teachers benefited the most?" he asked.

Mr John Anderson, a primary school headmaster in Birmingham, a member of the NUT and currently earning the maximum on Scale 1, £5,590, plus 9.5 per cent education allowance. His salary would rise by 20 per cent to £6,708.

Mr Anderson said: "I'm very pleased. I think that in comparison with

industry, the education service has not been rewarded, management included. The Clegg Report has taken steps to do this.

However, he would have preferred to see equal cash increases being granted to all teachers.

Mr Michael Harris, head of a modern languages department in a secondary school in Brighton, a member of the NUT and currently earning £6,000, several points above the Scale 4 minimum. His salary will rise by about £1,000—18 per cent.

If he had a family, he would be complaining that the rise wasn't enough, he said. More cash should have gone to the bottom scales and to the teachers of shortage subjects, and less to the higher scales.

If you're going to get good teachers, you must pay enough to attract the graduates into the profession. When we advertise, we don't have enough applicants to

choose from," he said. Mr Michael Harris, head of a school in a London borough, a member of the NUT and currently earning £5,590, plus 9.5 per cent education allowance. His salary would rise by 18.2 per cent to £6,669.

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REFERENCES

UWT at Harrogate: reports by Bert Lodge

Move to ease promotion for those who stay in the classroom

A revised salary system for teachers to gain more pay without leaving the classroom is the new official policy of the Association of School Teachers.

The conference at Harrogate, which opened on Monday, will see 1,100 delegates of the 10,000 members approved by the teachers' union.

Mr. [Name] said that the new system would be based on the principle of "pay for performance".

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President Colin Abraham and past president Miss C. Skewington with NEC members.

Cuts condemned, but protest rejected

A resolution condemning recent and proposed cuts in educational spending was carried unanimously at the annual conference of the National Union of Teachers (NUT) in Harrogate.

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Extra duty hours deal rejected

The conference voted unanimously to resist any attempt by local authorities to tie teachers down to spending a specific number of hours each week on extra-mural activities. The motion was raised as an emergency motion after delegates were told that local authorities were seeking to get an agreement on this before starting talks on the Clegg award.

In documents to their members, the local authority associations have already indicated that the activities they have in mind include preparation of lessons and marking, lunch-time supervision, parent meetings and in-service training. By withdrawal of good will in these areas teachers have shown in recent years that they can severely disrupt the smooth running of a school without the loss of salary that accompanies a formal strike.

Right from the start the NAS/UWT refused to join a joint teachers and management working party set up last year to defuse the teachers' day more precisely. While agreeing with this in principle, the National Union of Teachers voted last week to reject any attempt by the employers to link this with pay negotiations. Moving the resolution Mr. [Name], treasurer, said confidential papers from the Council of Local Education Authorities indicated other unions on the working party had agreed in principle that their working year should be longer than the pupils'.

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School to work

Fears that Britain is already producing too many engineers, highlighted by recent Warwick university manpower forecasts, are shared by the Council of Engineering Institutions. They say that the Finniston report has got it wrong. Mark Jackson reports.

Engineering body launches attack on Finniston report

The Finniston proposals for the education, training and registration of engineers will do little for industry's real problems, says the Council of Engineering Institutions. It accuses the report of encouraging people to blame engineers for industrial decline.

The council's board was meeting yesterday to begin preparing its detailed criticisms of the education proposals. Meanwhile, it has launched a powerful attack on the Finniston scheme for a government-appointed national engineering authority, which it warns could politicise the profession and impair public confidence.

In its formal comments to the Department of Industry on the proposal, the council, which at present controls the registration of engineers, puts forward an alternative scheme which would effectively leave the arrangements in the hands of the profession's establishment.

The council wants its own engineers registration board developed into a registration council under Royal Charter and recognised as the sole regulating body. It says the new council should have a governing body like that of the General medical council, including representatives of the engineering and teaching institutions and outsiders. Membership of an institution, it insists, should still be the normal route to registration: while it is prepared to register fully qualified engineers who refuse to join an institution, "this must not be a cheap or easy option", it says.

The council proposes that a separate body should be set up to act as a voice for engineers and to provide them with advisory services and keep them in touch with each other.

It recommends that there should also be a new Government agency—much smaller than the proposed Finniston authority—to promote change along the lines suggested in the report. But the agency would have no responsibility for regulating engineers and need not include their representatives.

The council places great emphasis on the need for the new registration body to continue to regulate engineering technicians and technician engineers as well as chartered

engineers—a title which it retains instead of "engineer", the term proposed by the Finniston report. It implies that the report is virtually overlooking the more technicians, while the council says that this square with the report's own admission that there is little information on the present figures of engineers or technicians. It gives showing the proportion of frustrated and graduate engineers in the United States and France.

The council's chairman, Dr Allaway, says: "We are not sure that we need more engineers." The council claims its own proposals would cost more than twice its present expense of £400,000 a year, as compared with the estimated £15m a year for the Finniston authority, and that money would come from the profession instead of from the taxpayer.



This 120-year-old steam yacht, the *Gondola*, featured in Arthur Ransome's children's stories and was built by enthusiasts who salvaged its scattered hull, has now been fitted with a replica engine made by young engineers in a Youth Opportunities Programme training workshop at Gateshead, where work also took place on the building of a replica of Stephenson's rocket for the National Railway Museum. Pictured are (left) supervisor Bob Holliday, supervisor Rudi Clacker, trainee Kevin Armstrong, trainee Colin Sealey and Mr Andy Raffe from Locomotion Enterprises Ltd.

Voice for N. Ireland's young

Northern Ireland is to have a Youth Council, but as a different model from that in England and Wales, which was abolished by the Government last year.

The ministerial forum, which had been set up by the Education Secretary, Mrs Shirley Williams, was a regular meeting of ministers and officials with representatives of the "young" organisations. The Northern Ireland body will be clear for a year, a meeting of

'Work kit' will be political learning

An instruction pack on political learning has been produced by the British Youth Council, part of its programme of political education.

The pack, which will be sent to youth clubs throughout Britain, includes discussion topics and leaflets on political education, unions, education and pay and sex.

A game called Teabreak simulates a minor dispute in a factory, with roles for young members as shop stewards and management representatives.

The BYC's political education campaign results from the success in persuading Mr Callaghan to accept the idea of a youth council. The minister's attention of young people's political activity was drawn to the Department of Education and Science during the present government.

Jobs on trial—away from it all

A scheme to help youngsters escape from areas of high unemployment was officially launched this week. It offers them a spell of community service under the Youth Opportunities Programme in places 50 miles or more from home.

Youngsters are being recruited to the scheme by Community Services and Youth Centres in South Wales, Merseyside, Cheshire, the West Midlands, and Wolverhampton. They will spend up to six months getting experience of what it is like to work in a new area, but in projects where they can count on company and support.

John Ewan, coordinator of CSV's youth employment work, says that the youngsters "keen to try" working "away from home" "fell because of the loneliness and lack of social contact. The new scheme, he says, offers them a chance to try in a protected setting.

VERSEAS NEWS

After independence: which route will Africa's newest nation choose?

black children, over half the current black school population, has been disrupted by the war.

The 1979 Education Act drawn up by the previous government was aimed at ensuring "an elitist, tightly selective, economically wasteful" education programme favouring whites to the detriment of blacks, according to a recent report by the Catholic Institute of International Relations. An institute survey showed that out of 100 black children, 25 never start school, only 33 who enrol complete primary schooling, and only six proceed to secondary school and only three complete four years of secondary schooling.

The current system spends £329 on each white pupil and a mere £30 on each black pupil. And of the small number of blacks who received secondary education, about half are either unemployed or employed in jobs well below their qualifications. Between 1969 and 1975, some 170,000 school leavers found only 3,000 jobs in a country which boasts a wealth of agricultural land, rich reserves of minerals and an industrial-commercial infrastructure second only to South Africa in the continent.

The immediate challenge is to open the 1,186 mainly rural primary schools and 43 secondary schools closed by the war. Government officials said 310,723 pupils are still affected by the closures and 7476 teachers have been displaced. There is no strict timetable for this revival and schools



Pupils at the Queen Elizabeth Girls School, Salisbury look to a very different future.

are opening day-by-day depending on the extent of war damage, health facilities and availability of books, equipment and teachers.

Many urban schools have to run a double shift system and this "hot seating" is likely to continue. The promise of free education is not simply a matter of reopening schools but of expanding the education system. Dr Mutumbuka has estimated that to meet the staffing crisis, crash teacher training courses backed by in-service training have to be developed.

Adult illiteracy is also an urgent problem. It is estimated that between 44 and 67 per cent of adult black voters are functionally illiterate. This means between 1,268,000 and 1,932,000 illiterates in an estimated black electorate of 2,983,000.

The tackling of these very basic problems alone will put a great strain on the available financial resources. The educational budget for 1979-80 is £69,680,000, about one-tenth of the national budget. Last year about two-fifths of the budget was spent on the war. To realise the dream of schooling for all Mr Mutumbuka has said, "it is absolutely necessary that we look outside for help."

Meanwhile the question remains which direction will Zimbabwe's education take now that it is freed from the constraints of racialism? Educationists are anxious to achieve a balance between academic and technical training. Dr Mutumbuka has noted that previous governments did little to develop vocational training, lamenting a situation "where you might find a hundred highly qualified electrical engineers among Africans but not even 10 electricians. How can a society continue like that?" Dr

Action on proposals for education programme

School drugs stir up political tempers

PARIS

Problem in French high schools—universities—has been front page headlines in the daily press and in the weekly of Paris VIII.

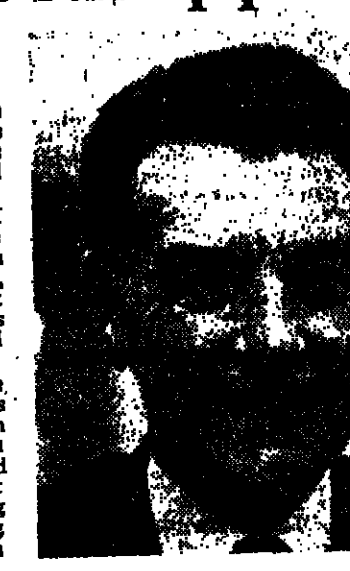
It has called in the name of a part of an open up the campus, official estimates that film changes hands in heroin and

to check the level of the 32,000 students relaxed and open to be dropped within a few days. Students protested in the streets. Pierre Melin, president of the university resigned, along with the majority of his governing body being locked in his room for 13 hours.

There is also concern over the level of drug-taking in high school pupils. Last week the popular press went to a group of high school pupils from a small town in the north-west. Moselle was caught in a pop concert. The school was found guilty of negligence and the police and a

France appears to have a serious problem than other European countries. In 1978 there were 117 deaths by drug overdose in France compared to 10 in the rest of Europe. The Institute of Health and Education (INSERM) showed that a recent survey by the INSERM showed that a further 25 per cent of pupils in the class of 15 to 17 years old were taking drugs.

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M. Beullac: life and health

teachers of preaching drug abuse. The Education Minister, M. Christian Beullac, was asked to take disciplinary measures against the teachers, and a police enquiry was opened.

In the wave of anti-drug agitation the 15 teachers concerned called a press conference and said that at no time had they advocated the use of drugs, but had simply called for debate.

The offending pamphlet was distributed by other members of the SCEN CFDT outside schools in the northern and eastern suburbs of Paris in late January. But although the pamphlet was full of bad language, it was not a threat to the national executive declared that in the "present passionate climate, surrounding drugs it was not favourable to the handing out of the pamphlet."

M. Beullac called for all teachers to take a stand against drugs. But he agreed "not to penalise the teachers if they had not broken any law. He renewed his suggestion for "Life and Health Clubs" in schools, an idea supported by the teachers' union. It will mean a real debate on life, drugs, religion."

Political considerations have blown up what one paper labelled "A banal affair". Drug abuse is particularly prevalent in the concrete jungle suburbs, just outside Paris, where are also Communist Party bastions. One teachers' union official said that "the party represented the index of young liberal teachers and the schools, and feared that they might turn students against their communist voting parents and the party."

For the moment any debate on drugs wished for by teachers and Education Ministry officials appears to be under wraps. A recent survey showed that 74 per cent of French parents believed that the job of the school was to teach moral values and that the school should be against drugs. But it is not clear if drugs fall into the category of such questions.

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LETTERS

Maths: teacher must try harder

Sir,—The headline on page three (April 4) stated "Most maths teachers 'undertrained'". Without reading the report below, my thoughts were in immediate agreement with the sub-editor.

I have taught mathematics for 26 years in secondary technical, grammar and comprehensive schools, and my experience over the past 12 years is that the headline on its face value is correct.

There is an inadequacy today in young men and women leaving university training departments who are rarely seen preparing a lesson as is the case with their more experienced senior colleagues. I average, at home during term-time, at least 12 hours per week in either

marking pupils' work or preparing lessons (yes, even after 26 years of teaching).

In our mathematics department most of us teach pupils across the board from the non-examinable to university entrants. For the less able pupils there are no textbooks—even if they were suitable for slow-learners—and therefore it is necessary to prepare spirit-duplicated work-sheets which involve hours of preparation in thought, planning and actual writing.

About two weeks ago I witnessed an experienced colleague in our department rolling-off duplicated work-sheets and enquired who was to benefit from his labours. He

replied "I am doing the work for a junior member of staff who hasn't been properly trained by the university education department on how to set work at a level to suit children in ability group (iii)". My remark was "surely no one spoon-fed you when you entered teaching more than twenty years ago?"

What is the problem? Are trainee-teachers brainwashed by the university education departments nowadays to depend on total help from already fully work-loaded experienced teachers? When will it dawn on the young teacher that he or she must start doing their own thinking, their own planning, their own preparation, which is also part and parcel of their own discipline as an effective teacher, and realize

that in order to be successful in such a job it is necessary to work hard and probably work harder than most in other jobs.

Finally, I would add that rarely do we find mathematics teachers earning above the miserable Houghton scale 2, with the current maximum well below Chancellor Howe's average weekly wage of £120 per week, and perhaps this is one reason why young teachers of mathematics have no enthusiasm to do things for themselves in order to aspire to a higher level in their chosen career.

R. H. EDWARDS,
Cly Y Coed,
Y Bala,
Gwynedd.

'Absurd' report on ILEA

Sir,—We have been as much astonished as disturbed by the brief report put out by the committee chaired by Mr Baker to support its recommendation that the Inner London Education Authority should be broken up, since it seems to describe an institution quite unrecognisable to those who have been extremely assisted by the Inner London Education Authority since 1972.

The most obvious absurdity to us is the paragraph concerning alleged remoteness of administration: our experience has been that both the Inner London Education Authority inspectors and the administrative officers have been extremely accessible, alert and responsive to our needs and problems. Last this should be misinterpreted as implying a lax generosity with public funds, we would hasten to add that the responsiveness we refer to cover a far wider field than the financial and that our funding is controlled with a proper rigour.

Since we are in part a teacher training establishment, many of us

have previously worked within the Inner London Education Authority in schools and other colleges, and our experience is consistently that of an authority whose level of practical concern and direct accessibility is extremely high.

For this institution and others of its kind to be hired off together with the polytechnics, from the rest of London's education would be absurd, in terms both of logistics and of the quality of experience. To have a central body which is able to take in the whole practice of Inner London's educational needs, and to manage them locally through the divisional system which the Baker committee seems scarcely to be aware of, seems to us to suit the demands of the situation better than any of that body's proposed options: certainly far better than its deplorable recommendation.

GEORGE KITSON,
Chairman on behalf of Academic Board,
Central School of Speech and Drama,
Egon Avenue, London.

Target for the new sixth

Sir,—Gerry Fowler clearly states (February 29) that he challenges the proposed CEE because the Keogh Committee recommendations envisage a non-vocational, six-year examination with, in his view, no natural lead into further study or training, particularly for those with a specific vocational bias.

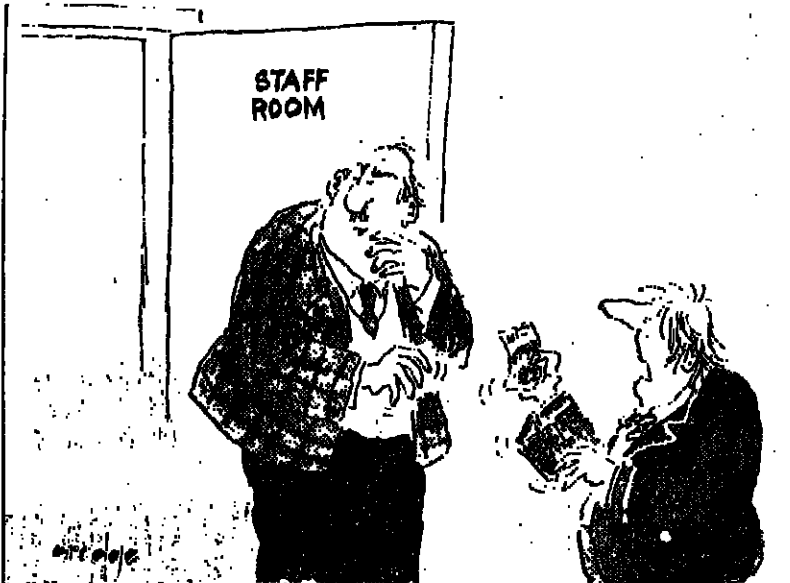
In fact, the Keogh Committee included powerful representation from Industry, Business, Further Education and Careers and was most certainly not school-biased, and proposed a CEE, differing from that originally suggested by the Schools Council, designed to offer maximum flexibility in course pattern for 17-year-old students, whilst insulating the basic numerical and communications skills be certified for all candidates. There is simple room within its scope for vocational and career guidance elements but not, accept for specific vocational workshop practice as envisaged for the founding CGLI Foundation.

The CEE is being set up by many of our member colleges and even within the limitations imposed by a pilot scheme, there is clear evidence that our CEE courses motivated and satisfied the needs of those students sometimes called the "new sixth", of whom we have a great deal of experience. Employment opportunity at the end of their one-year stay with us is seen to be greatly enhanced.

Mr Fowler's second theme in which he looks for further loosening of the distinction between school and further education meets my association's views and we would welcome any policy decision that would allow such a change.

CEE is not the route for all 17-year-old students, but it has an important role to play and is anything but a dead end course.

A. J. BAKER,
Secretary,
Association of Principals of Sixth Form Colleges.



Kits needed to save skills course

Sir,—A number of times recently you have reviewed the progress of the excellent control technology course, and have remarked on its unusual position as a successful schools council project in terms of uptake by schools. In Suffolk we have been delighted by both the acceptance of the course by local employers and the obvious enjoyment and satisfaction our pupils achieve by pursuing it.

An integral part of the course is the use of Meccano construction kits, and at the time of the closure of the Liverpool Meccano factory we were assured that supplies from France and Germany would be sufficient to cover all needs. But the sole suppliers of material for the course now tell us that they have "no idea" when Meccano will become available again and that none is coming from the continent.

In the meantime in our school, pupils are desperate for equipment and development must be delayed.

As ours is a case of one successful effort to rectify the shortage of technological skills in this country, I wonder whether the Secretary of State for Education and Industry will see an argument for intervention.

L. R. MANSFIELD,
Head of Physics,
John Leman High School,
Bungay, Suffolk.

NUT's optimistic numerical analysis?

Sir,—Should the last sentence of Article 1 in the NUT membership drive be "a wide dissemination of the union's aims and objectives" or "a wide dissemination of the union's aims and objectives"?

Save 'viable' colleges

Sir,—There have been several unfortunate remarks in the press recently on the theme "APC is for closing institutions and colleges of higher education". The Association of Principals of Colleges, collectively and individually, has no such sentiments.

At the least, it should be enough to point out that amongst our 670 members, there are several who are principals and directors of institutes and colleges of higher education. We hope to attract all the others into our membership while they continue in membership of their standing conference, of course.

The remarks arose because of one quotation completely out of context from the discussions during the interview of APC officers by members of the House of Commons

Sixth form refuge far from cosy

Outgoing Conrad Rainbow's (March 28) of the recently published book on The Leicester Sixth Form, which was written by a former sixth form teacher, is a book that sixth form teachers should read. It is a book that sixth form teachers should read. It is a book that sixth form teachers should read.

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NEWS

Lighter work-load could attract maths teachers

by Rob Dye

The Cockcroft report on the teaching of mathematics may not be published for at least another year in spite of an announcement by the junior education minister, Dr Rhodes Boyson, that it would be ready by Christmas.

When it reports, the committee is likely to recommend preferential conditions of service for maths teachers, though probably not higher rates of pay.

The chairman of the committee, Dr William Cockcroft, vice-chancellor of the New University of Ulster, Coleraine, told the annual meeting of the Mathematics Association in Durham this week that the committee will receive some of its research findings only by December and these would take time to digest.

He said, however, Dr Boyson gets his information from Dr Cockcroft. "We hope by the end of the year to have a date for publication."

Dr Cockcroft emphasized that with only a third of the evidence taken so far, the committee has still not formed any conclusions about its report. It has not had enough written evidence from class teachers' little from secondary schools and even less from primary.

The committee would like to be able to judge the degree of teacher support for various ideas, as opposed to the support of professional teachers' jobs.

He spoke of the determination of the committee to make practical recommendations rather than to produce a report that was pigeon-holed. But "there are no easy answers", he warned.

He was sceptical about the idea that more mathematics could be attracted into teaching by making it more attractive to other employment. "Other employment would simply increase

their salaries to get the people they wanted," he said.

But better conditions of service, more time to brush up their mathematical and teaching skills and to prepare and discuss their work might help. In Denmark, the committee had found, mathematics teachers in the equivalent of our sixth form colleges had only half the contact hours of history teachers because mathematics was a compulsory subject and history optional. It was considered that the preparation and supervision of mathematics was more demanding.

"It is no good saying in-service training is a good thing if there is no time for it," he said.

"If teachers' contracts do not include so many hours a week for getting together with their subject heads or with the local primary schools, there is no point in making recommendations about it."

He recognized the cost and that this would require government action. But maths was very important and the committee might take the view that it should have priority over other subjects.

The Burnham Committee, which fixes teachers' salaries, also had a part to play. It had to ensure that the career structure was such that good teachers could get promotion without leaving the classroom for administrative jobs.

Dr Cockcroft said the committee hoped to point to examples of good practice. Members have set up working parties in primary and secondary maths in-service and initial training, and these would be needed in employment. In addition, research has been undertaken into the maths needed in work, and into adult life outside of work, and also into what precisely is known about the teaching of mathematics.

Evidence sent to the Department of Education and Science, Elizabeth House, York Way, London SE1.

Head backed in caning row

The chairman of Croydon education committee has expressed "every confidence" in a headmaster for who capped the hands of a 15-year-old boy who was using crutches.

Mr Derek Loughborough said education officers had investigated the incident at Selhurst Boys' School where the headmaster, Mr. Ron Smith, caned Mark Hodges on his buttocks for allegedly using a crutch as a pistol.

"I am now perfectly happy with the situation," said Mr Loughborough. He was aware Mr Smith used corporal punishment at his school and that 152 canings had

been recorded at the 750-pupil school in a recent year.

"It is very easy to say from a distance that that is a large number of canings, but it's not exactly the easiest of schools."

There are a number of pupils who try to assert their adolescent feelings. A stroke of the cane is sometimes far more effective in adjusting their attitude than six months with a psychiatrist."

Mr Loughborough said the boy was using crutches following a car accident a year ago. He understood the headmaster had given the boy one stroke of the cane on each hand.

Two church schools to merge

What is believed to be the first merger in the country between Roman Catholic and Church of England primary schools has been agreed in Sunderland.

Section 13 notices announcing the closure of St Patrick's RC and St John's C of E schools and their replacement by a new ecumenical school were posted this week. The new school will be in St Patrick's building and will be called St John's.

St Patrick's parents had been faced with having to send their children to a RC school two miles away or to another across the River Wear because the number on the school roll had dropped to less than 50.

Father Michael Whitehead, chairman of the St John's managers, said the proposed syllabus would provide for both integrated and separate religious instruction. Some parents remained doubtful about the plan he said, but he did not anticipate many objections would be sent to the Secretary of State as allowed by the section 13 notice.

School book spending cut by 40%

A quarter of legal education authorities put spending on school books in the last full year said over a third are known to have made cuts in the current year, according to figures released by the Educational Publishers Council.

1978-79 was running at only 60 per cent of 1975 levels in real terms, the council said.

Since July 40 out of the 104 authorities in England and Wales have reduced their book budgets. The council said it was not clear if the cuts were made to books or to other educational materials. The council is conducting regional

surveys with recent levels of expenditure per pupil, notably on books and equipment.

The council published last year a paper published last year assumed that spending on books in the North West had been made by Trafford (18 per cent), Cheshire (20 per cent) and Salford (22.5 per cent).

The cuts have been made despite statements by successive governments that spending on books should not be made to suffer.

New exam grades: no absolute standards

It seems unlikely that standards will be laid down for each grade in the new common plus examination judging from one senior civil servant at the Department of Education.

Mr Philip Halsey, Under-Secretary in the DES branch responsible for curriculum and examination, told the annual conference of the ATMP at Regis that most examinations were norm referenced—each grade awarded to certain percentage of the entry.

The Government hoped the new examination system would be criterion referenced, in which the link between smaller of what children knew or could do was measured against a set standard.

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features

Wrong questions, wrong tools

Stephen Simpson takes issue with those research findings

which claim to show that children achieve more in larger classes



better in the smaller classes, since "small" is not yet small enough. And perhaps besides an upper threshold there is a lower limit to numbers in the classroom, below which lack of pupil interaction makes it harder to learn.

In this context one should not expect the one constant relationship that a "smaller is better" attitude implies, if crudely asserted. Any particular set of circumstances—the subject and syllabus being studied, the teachers and the children involved, the school facilities and the teaching aids available—will determine how much advantage is to be gained, if any, from teaching in smaller groups.

Certainly the surveys I have mentioned suffered from a certain measurement mania. Class size is relatively easy to measure, but though they are equally important for policy evaluation, the social dynamics of a classroom are difficult to measure.

But the albeit narrow analysis of class size and attainment was pursued, and the consistently positive association between the two, however unacceptable it appears, cannot in fact be explained by the omission of these other behavioural considerations.

To square the finding that those in larger classes are the ones attaining better, with our lay "knowledge" that smaller classes can only help learning, even if unevenly—we must look further at the nature of educational surveys of any type.

A survey can only describe the world as it is, not as it might be under different conditions. While the results of an experimental study allow one to predict how the performance of a child would change with different educational provision, in a survey there are so many conditions affecting the performance of each child that vary from area to area that few generalizations can be made.

In the case of class size, the size of the pupil's school, whether it is state-run or voluntary aided, an I.e.a. special provision for socially deprived areas, have

all variously been shown to be related, to both the size of pupils' classes and their attainment, and so to lead to a spurious association between the two.

It may be then that the survey results showing the best pupils in larger classes are nothing but the reflection of other varying educational features, which must be "neutralised" or controlled for, before the true causal effect of class size can be detected.

To quote an often used example showing that two phenomena may be associated without one causing the other, the number of Methodist preachers and the incidence of alcoholism both increased steadily during the past century, but one would conclude neither that alcoholics had a tendency to become preachers nor that Methodists were advocating the bottle without first looking at historical developments that might have incidentally caused both trends.

There is evidence to suggest that the class size survey results might be partly explained by lower attainment "causing" lower numbers of pupils. In the Joyce Morris study, "Standards and Progress in Reading", the link between larger class size and higher attainment disappears when she related each school's average class size and average attainment.

The explanation was that within some schools pupils were streamed by reading ability, with the lowest ability pupils purposely given a smaller class as an educational aid.

This points to one more weakness in the class size surveys in the United Kingdom. They have measured attainment at one point in time, rather than pupil learning over a period: yet it is the latter that smaller classes are supposed to help.

A study that aimed to "clear up the inconclusive and contrary" research history of class size would thus have to be longitudinal in order to look at pupils' gain in learning while in classrooms of stable size.

Such a study would also have to measure a wider spectrum of outcomes than attainment or basic reading, and to include

tests and investigate the teaching and learning conditions afforded by different class sizes. This implies detailed observation of classroom practices and recognition of the possible benefits to teachers as well as to pupils of having smaller classes.

To control for all the influences on learning that may be greater than and interfere with the effect of class size, an experimental study is needed in which children and teachers are allocated at random to classes of different sizes. The sample size for such a study would be problematical: if only two or three schools were involved it would hardly be worthwhile, for with class size there is in effect only one observation per classroom.

These are stringent conditions to lay down for a study of class size that would be useful to teachers and government alike for policy-making, conditions that are probably prohibitive financially and politically for education authorities.

Because studies up to now have been far from watertight in their methodology, it would not be right to say that educational research has thrown doubt on professional assumptions about the benefits of small classes, as many have said. It has simply tackled the wrong questions with tools made for other jobs, and come up with misleading answers.

Should we think not of marginally reducing class size, but of providing all children with some small-group teaching? Should there be in-service training that distinguishes methods of teaching groups of varying sizes? If the major effect of lower class sizes is to reduce teacher stress, then perhaps talk of class size is a red herring, and negotiations should stick with the pupil-teacher ratio?

Results of past surveys on class size certainly do not provide an argument against taking the opportunity to reduce the number of children taught in each classroom.

Stephen Simpson is in the department of statistics and computing, University of London Institute of Education.

features

Giving work a good name

Roger Housden visits

a thriving

training project

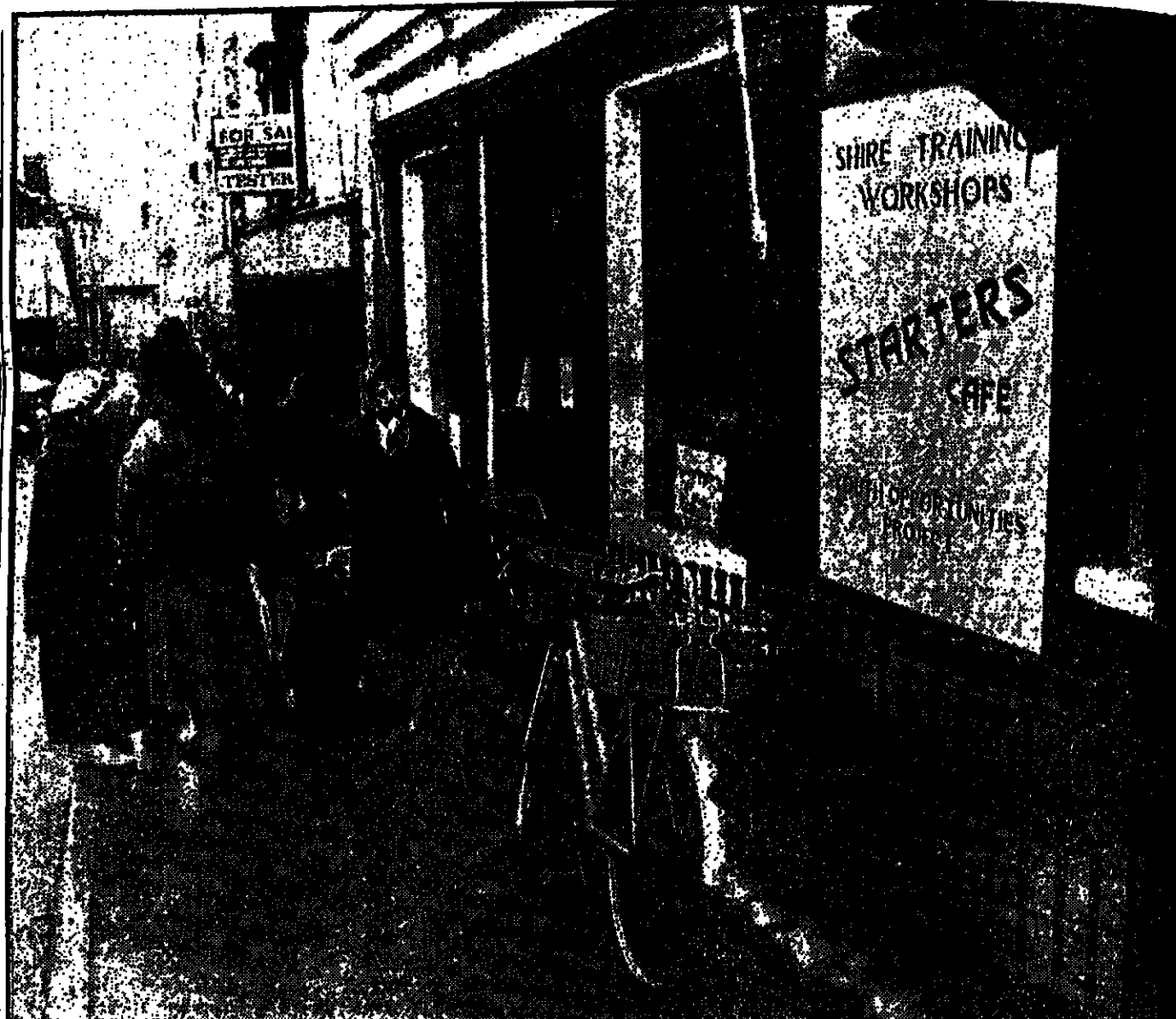
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to give school

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Clive L...

...world which appears to have lost any clear understanding of the meaning and value of work. A local careers officer has complained that they are making work look too attractive; STW consider that to be the kind of attitude that is giving work a bad name. The project is geared to instilling a sense of purpose in work, whatever the work might be, and to restoring to its tarnished image a sense of both self respect and social responsibility.

The initial group—they included a woodworker, a management consultant, a gardener, a child care officer and a teacher—pooled their resources, and found a building due for demolition in Stroud, High Street to serve as their base. They obtained a grant from the Manpower Services Commission, and the local careers office began to send them trainees, who stay with them for up to one year.

Staff and trainees worked together to bring their old building alive; now, the administration unit functions upstairs, a building project is in progress on the

outbuildings at the back, and Stroud Café occupies the ground floor. Just nine months later, the MSC acknowledged that this motley group had done something special. Their grant has just been doubled to £10,000, and their intake of school leavers has risen to 24.

Until recently the careers office sent to STW those youngsters they found hard to cope with; ones who, from difficult backgrounds, are categorized as being workshy, unmotivated, and unqualified.

Other youngsters are now filtering through the doors. Those often from local high schools, who have a few O or CSEs, and some who have a year wait before going on to university.

The former want more out of life, to work on a shop or office floor, but not know what else to do. Like many of their kind, the latter are going to university to delay the problem of work.

In a time when it is becoming less

clear what skills society needs, they are uncertain about any future career. Indeed, the whole traditional concept of career has for some time been under question. There is already a considerable number of gardeners and even engineering degrees.

It is clear to STW that while most of the youngsters who come to them need and receive—real work experience and training in specific skills, they all have far greater priorities. The first of these is the need to develop some sense of their own individuality and self-worth.

Employment in the eighties seems likely to be scarce; but whatever work they may or may not find, STW is encouraging them to discover and develop a sense of self-respect that is independent of outward circumstances.

Another high priority that these youngsters have is for some context where work well done is shown to be truly appreciated. Everyone at Shire is helped to see a job

done well, and their successors will be asking in a very pointed manner.

So let us think about the 'new YOP' and the ingredients we need. There should be continuity and growth within the programme—not an arbitrary cut-off after 36, 48 or 52 weeks, as at present. Growth will take place at different speeds and in different ways, and we need to divert resources from the idea of 'projects' to foster the idea of 'growth areas', schemes which offer training experiences which can be built on to take to higher levels. This seems to suggest the need for division of projects into primary and secondary levels (although the latter would take immediate interest away from many of the young people involved).

There is certainly a need for much more imaginative and creative work to be done in designing the projects. So far we have seen very little working out of the hope Geoffrey Holland expressed that young people themselves should have an important part to play in the design of elements of the programme.

There is little opportunity for real risk to be taken—MSC accounting controls see to that—but there is little opportunity for risk in any form. If this

programme will give many young people a chance to succeed where previously they had failed.

It is to the future of the programme that we should look for the areas of growth. For Jimmy and Alan and their many others, that will never appear? Or do we see hope, or do we see a grim acceptance of the limitations of the programme—almost an institutionalized inability to cope with many of the difficult problems of the young? Or rather bland indifference to the problems in such areas as salary levels of supervisors?

Colin Ball in a recent TES article (November 1979) argued passionately for greater flexibility and imagination in designing programmes for those leaving YOP at the end of their period. In his call for imagination, innovation he stands alone. I can find no cries of support for his plea to the Youth Opportunity Programme areas of 'enterprise', free or otherwise. At a recent national conference at Merseyside, there was only muted enthusiasm for such radical ideas.

Yet change there must be if the generation of young people are to become the most disenchanted since the Thirties—or even more so, if the figures only the Youth Opportunities Pro-

gramme and the North East and the Midlands of Britain we delude ourselves if we believe that the YOP is about to change work attitudes and to sell oneself. How do you prepare for a job that will never appear? Or do we see hope, or do we see a grim acceptance of the limitations of the programme—almost an institutionalized inability to cope with many of the difficult problems of the young? Or rather bland indifference to the problems in such areas as salary levels of supervisors?

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through from beginning to end, as a complete process in itself.

While decorating the bay windows in the café, the youngsters wanted to skip the rubbing down and get straight into the painting. With the reminder that the idea was not simply to get the job out of the way, but to see how well it could be done, they finally spent a couple of days on the preparations alone. The result is now apparent to all. The trainees also split into small groups every week to discuss social questions with a supervisor, and there is a weekly communal meal where everything is shared down, and staff and trainees all spend an hour together over lunch.

Through work one's responsibility towards the collective; for whatever one does is in some way being done for others.

STW has been structured to allow the trainees to see the need for a balance between serving one's own needs and those of others.

The café, where the trainees are con-

stantly meeting the public, provides an ideal context for this; and the building project trainees are now taking on outside work for other community groups. A creche has just been started for local mothers, and a printing press is soon to be set up, to cater for the area's voluntary and community services.

What is difficult about the simple ideas out of which STW sprang is putting them into practice. In Stroud, at least, a start has been made. Shire Workshops are at present looking for funds to extend their premises and to buy a farm, which will enable more trainees to grow the food that they prepare and serve up in the café.

Shire already is emphasizing in a practical way what circumstances in the not so distant future may well oblige us to accept, whether we wish it or not: that our priorities have been asked for a very long time, and that work exists as an essential part of life to fulfill the needs of human beings, not the other way around.

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No time to be young

George Eustance argues that the Youth Opportunities Programme

...the only ray of hope for thousands of young people like these, and represents part of the compensation needed to make education of any kind have impact for those who, for a variety of reasons, switched off from school in the earliest part of their secondary career.

The Jimmy and Alan of this world are the victims of a society which, in its search for progress, has dispensed with them (and women), and found the micro-chip. Few people take kindly to the idea that unemployment is not in some way the fault of Jimmy and his brothers and sisters, but is part of the inevitable consequences of Western civilization. There are more calls for a year's compulsory community service than there are for a year's compulsory work sharing, which could make far more sense.

One is forced to the conclusion that, despite all the effects and consequences of the so-called youth culture, this is no longer the time to be young. In parts of Merseyside there will be more young people leaving school for unemployment this year than ever; in some parts even more for unemployment than for jobs or further training. Only the Youth Opportunities Programme will give a spurious veneer of respectability to the figures; only the Youth Opportunities Pro-

gramme will give many young people a chance to succeed where previously they had failed.

It is to the future of the programme that we should look for the areas of growth. For Jimmy and Alan and their many others, that will never appear? Or do we see hope, or do we see a grim acceptance of the limitations of the programme—almost an institutionalized inability to cope with many of the difficult problems of the young? Or rather bland indifference to the problems in such areas as salary levels of supervisors?

Colin Ball in a recent TES article (November 1979) argued passionately for greater flexibility and imagination in designing programmes for those leaving YOP at the end of their period. In his call for imagination, innovation he stands alone. I can find no cries of support for his plea to the Youth Opportunity Programme areas of 'enterprise', free or otherwise. At a recent national conference at Merseyside, there was only muted enthusiasm for such radical ideas.

Yet change there must be if the generation of young people are to become the most disenchanted since the Thirties—or even more so, if the figures only the Youth Opportunities Pro-

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on
current London
theatre

Jaćek Laskowski looks at the pros and cons

Sounds to turn tables

Malcolm Crozthers reviews some recent releases

SPECIAL ANNOUNCEMENTS

Speakers will include Professor John Rex, Director of the Research Unit for Ethnic Relations in Glasgow; Dr. Kenneth McQuinn, Education Officer for Birmingham, CRO, and David Miller, author of *Children and Race*. The conference is being organized by Professor Walter James of the Open University and President of Fair Play for Children. There will be discussion with the press at 11.30 a.m. on Tuesday, Feb. 24.00. Further details from Fair Play for Children, 248, Kensington Town Road, London, W86, 0-486 0605.

The conference is being sponsored by the Committee for Racial Equality.

books

Peanuts to Tarzan

Gillian Klein on Third World teaching materials

Teaching about the Third World has become a feature in curriculum development in schools. The term "Third World" is used, to quote Ismail-Abdullah of Egypt, for "all nations that did not become, during the historical process of the establishment of the present world order, industrialized and wealthy."

Whether or not the Third World appears on the school syllabus, children form attitudes very early on about issues such as race, wealth and power. Inevitably, they are influenced by the media. While the advertisers of peanuts perpetuate the Tarzan-myth of Africans, and comics equate orcs with "villains", teachers have a specific responsibility to their pupils: to educate them to question stereotypes, to challenge a monocentric viewpoint, to examine the factors underlying the "fact".

Teachers need first to make some sense for themselves of contemporary contrasts between the rich countries and the poor. This is comprehensively dealt with in the units *Inequality between Nations in the Open University's Patterns of Inequality* course (1302, 1976). There is also the new Brandt report, *North-South: a programme for survival* (Pan 1555).

Two colleges of education, at Coventry and Winchester, have undertaken an experimental programme in initial teacher training, in conjunction with Oxfam. The only in-service course that appears to be documented is *Learning about Africa*, from the Development Education Centre, Selly Oak, Birmingham, which included a visit to Ghana. Teachers in London could make use of the Commonwealth Institute and High Commissions and will find a reference collection of resources at the Afro-Caribbean Education Resources Project, which is currently developing materials for schools.

Oxfam has two centres in London which sell a wide range of selected range of development education books and packs, films and games. *Aljazeera*, the one sixth of the river, produces a catalogue of the materials currently in stock, and both centres offer teachers the opportunity to discuss the use of resources on the Third World in schools, both informally and at structured seminars. Their film *Seeing and Perceiving* deals with how best to use in the classroom films made in other countries.

In print, a useful starting point is *The Development Puzzle* (sixth edition, 1979, £2.20) from the Centre for World Development Education, which deals with the "why" of Third World countries as well as "how"

people live in them and the bibliographies are almost definitive. Aimed at teachers, it can also be used with fifth and sixth formers. Due out shortly from CWDE is *Change and choice: teaching about Britain in an interdependent world*, designed to provide a full one-year course for sixth formers, as well as general source material.

Also for secondary schools from CWDE is *Learning for change in world society: reflections, activities and resources* and a range of simulation games. For teachers, they offer three booklets (50p each): *The changing world and the primary school*, considering objectives, techniques and resources for teaching about the Third World at primary level; *The changing world and geography* with a full, well annotated reading list; and *The changing world and RE* with emphasis on approaches to teaching about world religions.

CWDE also produce teaching packs (see their catalogue) such as *Living with the land: continuity and change in a developing country*; *Ghana as a case study* (£3.45). The large photographs, student book and teachers' notes are exemplary in the genre—there is even a page on how to look at a photograph, garnering every possible detail of information from each instant captured by a camera's lens.

Because its first concern was to raise funds for Third World countries, we tend to connect Oxfam with images of suffering and starvation. Their education department, however, has always designed its school workshops and its materials to enhance understanding of the interrelationship between First and Third Worlds. Even *Saminivaya School: an Indian community study* (£3.90), which cannot escape portraying poverty, dealing as it does with the Ganga district of Bihar, India, stresses that in this rural Gandhian school, young people are being trained in farming and crafts, thus enabling them to lift themselves out of the "dependent" condition in which their parents live. So in one of the poorest regions of the world, which "features" currently in "our daily papers" because of sporadic outbreaks of often "violent" class conflict, something can be done, something is being done.

Oxfam is preparing a resources wallet on Jamaica and has already published, among others, one on Botswana and Bolivia, country and people. Also of high standard is the joint ILCA/Blackwell publication, *Petroleum: Questions* (1979). In both these "debate" debatable, discussion has been sought, from which to

encourage children to examine issues like the exploitation of one people by another. Teaching about Africa, Asia and the Caribbean is more overtly related to children in our schools and colleges. In these resources that appear in this *Third World Education* (NCE 1975), gives examples in much-used geography and history texts of downright inaccurate facts, even more prevalent the days with an outdated imperialist viewpoint which allowed unquestioned acceptance of such assumptions as that only with the coming of the white man could the history of Africa begin; that civilisation is the prerogative of the white man and that it is through his philosophy that it is handed down—most certainly down to the African. This view pervades, for instance, the Macdonald books on *Countries*, though not their excellent *geographical atlas of Africa* (1978).

Davidson, in a book for schoolchildren, took an approach already explored by writers like



Walter Rodney (How Europe developed Africa) and Davidson (A plague of European civilisation) himself in both adults. Discovering Africa's

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books

Missionary zeal

Molly Mortimer

Christianity and Traditional Religion in Western Zimbabwe 1859-1923. By Ngwabi Bhebe. Longman 1979. Pp. 200. £12.50. Bishop Abel Muzorewa's Rise up and Walk. An autobiography. Evans 1979. Pp. 192. £6.95. An Open Path: Christian Missionaries 1515-1914. By Jack Bechings. Hutchinson 1979. Pp. 200. £8.95.

Mr Bhebe's specialized and scholarly study emphasises a fact disagreeable to Christians: that nineteenth-century missionary success owed less to zeal than to the state of the societies they encountered, with their strength and stability. Where there was disease and decay, there was willingness to accept mission magic; where a local ruler was politically insecure, there was willingness to ally with European power.

The Ndebele Kingdom was a classic example. Created out of Zulu revolution and settled in the Bulawayo area in the 1830s, the dominant Matabele subdued the already resident Shona, reducing them to Holo, or semi-slavery status. The Shona were therefore ready for the first missionaries of 1855. But the Ndebele Kingdom fell only in 1893, and not till then did the Matabele begin to accept Christianity with concomitant European settlers and techniques. Mr Bhebe points out that, unlike the early Christian Church, modern missionaries were unable to assimilate local customs. For that reason independent African Churches have hived off. Moreover many Africans, even today, live a double cultural life with allegiance to both traditional and Western medicine, religion and education. (many traditionally minded parents are still hostile to Western education).

Bishop Muzorewa, a second generation Christian from an African Christian community, seems to have made a smooth transition to modern life, holding old and new in harmony, whether as preacher, politician or farmer. Yet he, his father and uncle were all traditional healers; Christian marriage followed Shona courtship. He has remained strongly aware of Shona culture and deeply resents the ignorance and disrespect in some western approaches. The second part of this autobiography deals with the national struggle.

Such an acknowledgment would have been balm to the harried and murdered missionaries of Bechings's *Open Path* (the title comes from Livinestone: "I go back to Africa to make an open path for commerce and Christianity"). His vivid depiction of 400 years of stubborn faith bears out Mr Bhebe's thesis: for it was in Sierra Leone and Liberia, depositaries of freed slaves and lost societies that Christianity took its most natural root. Likewise it was the horror of Mfecese's Uganda that made Europeans despise African cultures.

Mr Bechings provides some fascinating nuggets of information: how many people know that Edward Lear's brother was an African missionary who brought his black wife Adjouah, back to England; and that Lewis Carroll had an extremely eccentric brother, chaplain on Tristan da Cunha. But the main theme, still nagging today, is never forgotten: how far is this long story of courage and tragedy and sometimes futility, poisoned by Caesar's taint? And since Caesar is rampant in both East and West today, how far should this amazingly resilient religion identify with Caesar's victims? Truth, said Oscar Wilde, is never pure and rarely simple. This trilogy provides food to flout it.

A blessing money can buy

Victoria Neumark on health research

For Isak Walton, health was "a blessing that money cannot buy". Today, antibiotics, X-rays and improved sanitation have proved that health is one blessing which money can buy—and one which the victims of poverty must do without.

The poorest countries are the least healthy. In the Third World, the majority of people live on a knife's edge: insufficient diet, poor sanitation and inadequate funds to live on, let alone for expensive imported drugs, render them the easy prey of any disease endemic or epidemic.

Yet some of the benefits of Western medicine are not so costly. The lessons of asepsis of wounds, filtration of water, cleanliness of person and foodstuffs and basic first aid require only a simple knowledge to put into practice and can save lives. The Institute of Child Health has produced a sterling manual for the use of village teachers in the developing countries. Properly used, the *CHILD-to-Child* by Audrey Aarons and Hugh Hawes (Macmillan £3.95 and 95p) could turn every pupil at a village primary school into a health worker.

Growing out of a conference held in March, 1978, at Spilteworth, the *CHILD-to-Child* project has spread in 40 countries (as denoted by the 40 flags on the cover) into Indonesian, Swahili, Hindi, Spanish, Portuguese and French, and is awaiting translation into Arabic. The book and accompanying free worksheets (available in French, Spanish and Arabic) detailing a course—deduced into these countries by a series of workshops in South America, India and the Caribbean. The project is jointly sponsored by the Department of Child Education in the Institute of Education, London, and the Tropical Child Health Unit at the Institute of Child Health.

What has made the project such a success? Educating children about health is difficult enough in Europe. Let alone the Sudan, where might "think" why is *CHILD-to-Child* in every Sudanese school? Audrey Aarons and Hugh Hawes, who edited the material with Juliet Seyton, have produced a book which is simple without being patronizing, general without being misleading, and extremely well planned for classroom use.

They range from the tried and tested role-plays and discussion groups to instructions for making simple tools from a piece of tin can and a bottle-top. *CHILD-to-Child* is not only an invaluable guide for teachers in poor countries but could be profitably used here. Many of the school use here. Many of the activities, from planning a health hearing, from observing a health worker, from making a health map of the school, artwork (safety posters) and botany (observation of a plant denied water). Best of all, this sort of preventive medicine is free.

From the first the approach of *CHILD-to-Child*, rooting all advice firmly in the audience's environment and all activity in the normal areas of schoolwork, has borne fruit. Children in the Third World often have to take care of their younger brothers and sisters, so the idea of educating them as health workers is not at all fanciful. Children in the Third World do not get sent to expensive education just to learn about their own everyday lives. So any book of this kind must aim at being incorporated into the whole syllabus, and the editors have skillfully woven all their health messages into lesson-plans.

The second chapter on methodology, "Approaches to learning and teaching", makes it clear that the surveys, discussions, role-plays, practical and written work which are suggested have value in themselves for their information content and as a process. "To make children members of a greater part of the world, the developing countries is done by rote the value of a text-book which does not lend itself to parrot-fashion repetition is clear.

The chapter on "Health scouts" teaching children how to avoid accidents and how to give first aid, is structured round the idea of campaigns. It is suggested that one source of accidental injury, such as burns or bites, should be chosen and the children then encouraged to survey the victims, draw conclusions as to the most common cause—maybe boarded fires—and make posters, write letters, build fire-guards, to alert their friends to the danger. A local teacher in Kenya got hold of the worksheet for this chapter and was so inspired by it that he set up his own troop of 80 health scouts. Children in a mountain village in Mexico were so interested in the problem of how to drip salt-and-sugar solution into the mouth of someone

delirious with fever and dehydration from diarrhoea that they invented a simple spoon from a piece of tin can and a bottle-top. *CHILD-to-Child* is not only an invaluable guide for teachers in poor countries but could be profitably used here. Many of the school use here. Many of the activities, from planning a health hearing, from observing a health worker, from making a health map of the school, artwork (safety posters) and botany (observation of a plant denied water). Best of all, this sort of preventive medicine is free.

The O level syllabus for Africa now includes Health Science and various publishers have produced textbooks for this. Of these the best is Macmillan's *New Tropical Health Science*, West Africa, edited by P. S. O. O. Fasuyi and P. A. Njoku (1978). As the Reverend P. S. Samuel has done most of the work, it is the *Health Science* of the Department of Health Science at the North East College of Arts and Science in Nigeria, this book is completely tuned to its proposed audience. The illustrations are taken from West Africa, even down to a "some animals" (an elephant emerging from the jungle), a what is basically a complete level biology textbook with a mummy health advice is relevant and properly structured. Each account of new developments in Health Science is accompanied by the introduction of knowledge of black pioneers in medicine.

The case is otherwise in *Health Science*, a New Health Science for Africa edited by Arthur Gutteridge and Anne C. Gutteridge (1978). Although it, too, claims to be specifically aimed at the African market, it contains little of relevance to Africa, and practically nothing at all on the practical public health. It is more a technical information book, which this information, laid out in a traditional way, will be easily assimilable by students in the Third World is a matter. When will science reach the point of understanding that the content of knowledge is as crucial as its context and itself accordingly? *CHILD-to-Child* has a lesson for everyone.

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New! Reading for Understanding 1 (ages 6-9). You need to be sure your pupils are understanding what they read, that they're thinking, analysing ideas and drawing conclusions as they read. Reading for

What shall we make of India?

Victoria Neumark

What was once considered the brightest of the Imperial crown has become the poorest of the world's crowns. In V. S. Naipaul's *The Great Gatsby*, pulsing with a variety of peoples, landscapes and catastrophes that the equivalent of the Indian subcontinent is depicted as a land of the dead.

As Gita Mehta's society. In 1919, when all India was in an uproar over the Jallianwala Bagh massacre, Mr Mehta senior was so determined to finish his medical education that he managed to wrangle a passport and having saved the total amount of his Indian college scholarship, took ship for England. He had no idea what he would find there, beyond a university for which he had only a letter of recommendation. How he landed on his feet, how a Hindu village boy with intensely strong emotional attachments to his family kept landing on his feet and setting his brothers, uncles and children on theirs, is a moving story freshly and economically told.

Chief of the difficulties facing Daddyji ("ji" is a suffix in Hindi which denotes respect) was the blindness which befell his son Ved at the age of four, the result of meningitis compounded by the ignorance of other doctors. Since the optic nerve was totally destroyed, the only hope for equipping his son with some of the same resourcefulness he had shown was to send him to the sort of blind school they had in America. The first words that son remembers are his father's parting "You're a man now" as he handed his son in through the train window. Presumably he can remember little of what it is like to see, and yet this little book is fully of clarity and bright, cameo pictures of a man creating his life.

India was different then. When Daddyji taught his bride to drive a car, she took it out on a test run from which she returned on foot hours later. "The car is broken," she explained. Daddyji found it by the side of the road, out of petrol. He had forgotten to tell her how it ran. The inhabitants of "India's most cosmopolitan city", Bombay, would no longer make such a mistake, you might think, judging from Dom Moraes's urbane poetic commentary in *The Great Cities: Bombay* (Time-Life £7.95).

Somehow the truth of the misery and riches of that "gritty, impossible unforgettable place" where the destitute dying under the Victorian monument of the Gateway to India are an ice-cube's splash away from the fur-coated film stars in India's top air-conditioned hotels, seems to slip away from its pages. Moraes's commentary is a thoughtful one, sprinkled with interesting historical facts and entertaining personal anecdotes, but the

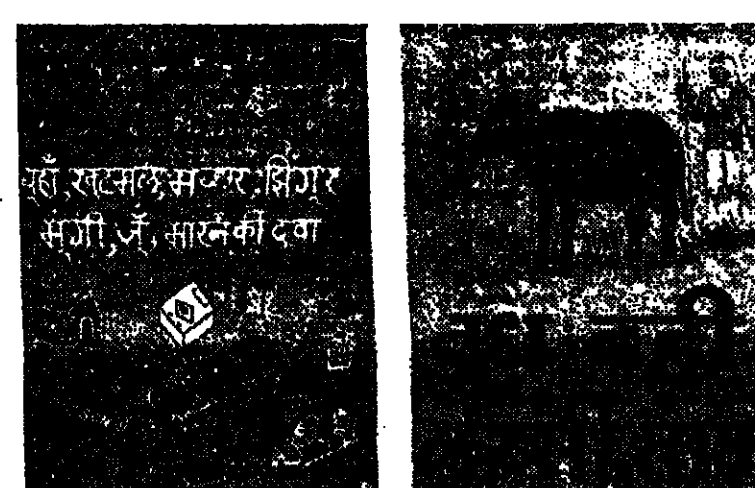
is not a pair of shoes but a goddess. Once married, always married."

Mrs Mehta of course did conceive, and her son's tender and vivid portrait of his father brings to life not only that marriage of the brilliant "England-returned, America-returned" doctor and the shy Punjabi village maiden, but shows too an intelligent, upright man meeting the demands of a changing society. In 1919, when all India was in an uproar over the Jallianwala Bagh massacre, Mr Mehta senior was so determined to finish his medical education that he managed to wrangle a passport and having saved the total amount of his Indian college scholarship, took ship for England. He had no idea what he would find there, beyond a university for which he had only a letter of recommendation. How he landed on his feet, how a Hindu village boy with intensely strong emotional attachments to his family kept landing on his feet and setting his brothers, uncles and children on theirs, is a moving story freshly and economically told.

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Bombay, advertisements for pest poison and dairy products

photography is boring. To be boring with such an extraordinary wealth of subject matter is hard to forgive, especially if Cartier-Bresson's miraculous pictures of India are brought to mind. The right moment, even for such effluence of colour and movement as the elephant god Ganesha's birthday procession or the ashore at sunset, is always just past in these photos.

As a guide book to the life of the city, *The Great Cities: Bombay* does provide some insights. The film star who confesses that he often forgets which film he is in, "but if you say bits of dialogue from one film when you're in another, it usually doesn't matter" and the story of how a "V" V skilled in H. H. A. (Vegetarianism) skills in "H. H. A. (Vegetarianism)" might end up in a brothel provide the kind of flesh and bones which the average travelogue leaves out.

Still, it is a glossy glamour shot of India and nothing to do with reality—not surprising, if one considers the publishers. James M. Freeman's *Untouchable: an Indian life history* (Allen and Unwin £10.50) is a far sadder, stodgy, even, approach. Not for him the polished rhetoric of Mr Moraes or the crystal fluency of Mr Mehta: he has merely sat down with a tape-recorder and Mull, an Untouchable in a village in the eastern state of Orissa, and made him ramble on about his life. As he says, Mull is not a particularly admirable character, and the reader wears under the first repetition of stories of pimping, poverty and prostitution. The more interesting stand up for his rights in the face of disgusting humiliation worked upon him by the upper castes as a matter of course, lose their impact by being buried in so much other material of the "I put one over on him so he did the dirty on me" variety. It may be of interest to anthropologists to have so much unedited raw gossip transcribed, but for the more casual reader, *Untouchable* is also unfinishable.

Gita Mehta's recent book on "marketing" the mystic East, *Karma Cola*, offers a far more profound experience of participating/observing a foreign culture. That that cultural nexus is also partly ours—her subject is the guru fever of Western youth in collision with the rock and roll fever of the East—partly accounts for its appeal, but it is really Mrs Mehta's wit which lifts this piquant exploration of the stories behind the "hippy trail" to India into the fascinating. As an Indian, she looks on the quest for "instant Karma" with comic surprise. As one educated in Western traditions, she elucidates that misused concept of the inescapability of the consequences of action in existential terms. As a writer she plays between the two and out of all her funny anecdotes weaves an original, thought-provoking book.

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Fiction or social instruction?

Kenneth Crippwell on the African novel

Someone once facetiously defined the African novel as one by the Heinemann African Writers' Series. But there is a deal of truth in this for, apart from a few titles from a small number of other publishers, the major contribution has come from Heinemann. In assessing the importance of the African novel as part of the culture of Africa, this book to Heinemann must be acknowledged. The Series has given an opportunity to African writers to reach a wide readership throughout Africa and beyond, and has encouraged writers to experiment with the novel form.

Ayi Kwei Armah is undoubtedly a major talent within the field. So far he has had five novels published. Armah was trained as a social scientist and is often regarded as a scientist who writes. He has been called "the African Shakespeare".

His first novel, *Two Thousand Seasons* (1975), is the history of the people of Africa. It opens with a description of a society where there is a chieftain, a hunter and a farmer. This degeneration is accelerated first by the arrival of the Arabs and then by the Europeans. It ends with the claim that the 1,000 years of degradation is at an end and the time has come for Africans to resurrect their culture and to build a new society based on traditional African society.

There are some fine and beautiful scenes in the novel, but the number of critical works which have been published on this

West African slave trade, although the latter is marred by a farcical and shallow treatment of the prisoners' transportation and eventual escape. In a novel of this kind characterization is unimportant as the theme is the whole people rather than of individuals. But, inevitably, there have to be individual characters, and these are drawn that they act as distractors.

While I was interested in the approach I felt no engagement either with the writer or his theme. The reverse is the case with *The Road to Nowhere* (1975) and *The Road to Nowhere* (1975). In this less ambitious work Armah seems to have a firm grip on the novel. There is still a great deal of repetition and the movement is slow but the direction is purposeful.

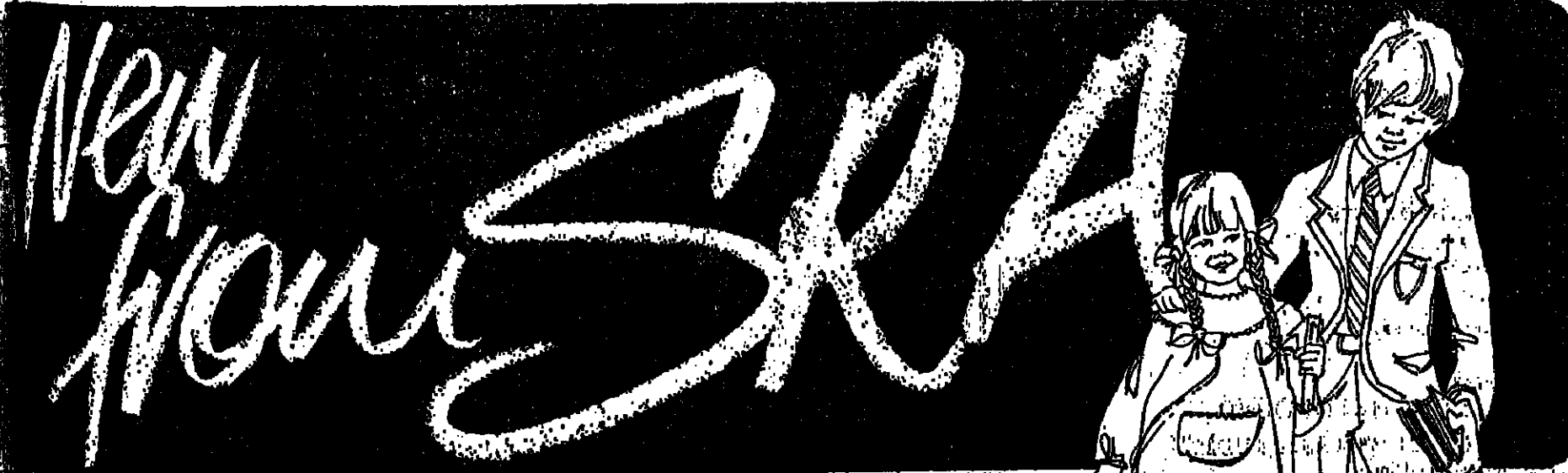
The story deals with events in Ghana in the last century and particularly with the fall of the Ashanti Kingdom and the sacking of Kumasi. The novel is well researched but told from the point of view of an African. Ghanaian society is ripe for toppling because society has become corrupt and there is an awareness of the need for change. The characters, particularly the villains and the General, Asamba Nkwanteh, come through clearly and contrast with the all-too-good hero, Mensu. There is a degree of irony, humour, especially in the descriptions of Glover and Sir Garnet Wolseley.

Now to the fiasco. The flowering of the African novel has taken place over the past 25 years and has been limited to about 250 titles. However, the number of critical works which have been published on this

modest base is considerable. It appears to be almost as many mentors as writers. Robert Fraser's book, *The African Novel* (Heinemann £4.95 and £1.95) is typical. He takes the five novels in and attempts to assess the effects of the writing. He is an astute and presents a good case. He has improved it by adding and dealing with some of the criticisms in more detail.

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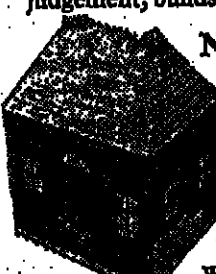
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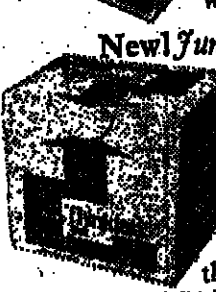
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A school in the life of...

Jenny Oldfield records her impressions of a school in no-man's-land that leaks and creaks, and crawls towards comprehensive status.

● Question: What has one head, two defunct wings and lives under a mine? Answer: A secondary school in Staffordshire. Not a posh comprehensive, you understand, but a twilight sec. sch., struggling to emerge with its bright new badge later this year. It would have been 1972, but there was a by-election and the Tories got in, then 1981, but the Socialists regained control. Now it's 1980 and the Science block is half built. They've ripped up the playground to do it. The present woodwork room will soon become the staffroom, with facilities to make coffee. Meanwhile each teacher brings in his own thermos and hides in a quiet corner of this brown-tiled monument to Dickens. Absence of staffroom must lead to a certain lack of communication between colleagues. Fighting for a quiet corner probably means queuing about 30 minutes' time and far more daughters from a room marked 'Geography' or 'English', looking them out into corridors piled with satchels and lined with smoraks, where they lurk with their hand-

wiches throughout the lunch hour. As a treat, the children may walk a hundred yards up the road, past bulldozers and housing developments, to buy a hot pie from the 'van'.

Most eschew the culinary delights of the school dining room, housed in one of those defunct wings. Twenty eight years ago this part of the building was condemned. Rain still pours through the roof and dribbles into the drains. Quaint steam food containers continue to wheeze and expire, left unattended by surly repair men, whose own memories of just such school robs them of homesickness towards staff or pupils.

"How long will it take to mend?" "Dunno. Few weeks. Could be months. You know how it is getting parts."

"But we can't do without it for all that time."

"You teachers, don't know you're born! Sitting on your backsides all day long!"

"If they can find anywhere to sit."

"We tend to be overlooked here," explains one teacher, after endless apologies for locked doors, cluttered corridors, poor food, brusque, unintelligible children. We eat in the headmaster's study (for privacy) an entirely unrecognisable dish.

"We used to have a school bus. But the authority cut it because they couldn't afford it. Now they pay £2 a day on public transport to ferry kids into town for chemistry lessons. The school bus was much cheaper."

Neglect intensifies the building and administration, and on to the curriculum. No sixth form. No O levels. The old town grammar school creeps off the top 20 per cent.

Other comprehensive, nearer the centre and purpose-built, attract brighter pupils whose parents can afford to move into the catchment area. Our A forms are their Cs, it is the final apology and admission of defeat.

Don't they find it dispiriting, both teachers and pupils? Some staff go home and tear their hair. Some look for other jobs. Others, bear conditions for the children's sakes, who on the whole survive the results of political mudslide and personal apathy better than you or me, with our well-developed sense of what we deserve, and resentment when we don't get it.



If the manner of these children is abrupt and direct, it can't be called rude; a judgment only applicable where there is an awareness of politeness deliberately ignored. You hear the 'please' and 'thank you', see no evidence of special status awarded to adults. Respect is a word outside their vocabulary, awe is reserved for pop stars and football players.

One month's story is of an educational visit to Manchester Airport. All is under control, just, with the motley group's entry into the first class lounge, until a United footballer is spotted and mobbed. "Sign this!" they yell, jostle and pull, and one boy waves a pound note, his week's pocket money, to be written on by the allowed hand.

"You won't spend this now, will you?" says one student here, handing back the signed note, and promptly handing over an extra one from his own pocket. On such stuff dreams are built.

As for reality, O level-less children work in shops, wire factories, mines, "There's not much youth unemployment," the teacher remarks, trying to count their blessings.

Any hopes of increasing them with a comprehensive label is firmly stuck in constant battering. Facilities must be added, although tacking on assembly and gymnasiums to semi-detached Victorian ideal. But intake will never be as comprehensive as long as parents and councillors secretly believe in institutions in which to float the cream, ancient leaky drains down which to pour dregs.

The paralyzing will to fail has just as indolent, rebellious teenagers than the ethics of a social democracy, which to them to bring them a fragment of respect and civilized standards. After all, what wire-makers do with self-respect?

Of a writer of children's books, in on them from the outside world, questions might they ask, these kids seldom pick up anything heavier than TV Times, or hope for anything more interesting than Mike Oldfield's autograph. I happen to be his sister?

"Miss, I like your suit. Do you have a lot of money?" "Miss, are you married?" "How old are you, Miss?" "What's your favourite team?" Aside from these and scrutiny country, a school in no-man's-land that leaks and creaks, and crawls towards comprehensive status; wondering of gold that will vanish the moment it limps up some time this year.

Meanwhile, child-minders are under nursery schools are threatened with closure. Children struggle for too few places in grant-aided institutions. Tertiary education desperately seeks grants, qualifying counts higher salaries. We know, we know. And eleven-year-olds still roam dismal concrete in rain puddles, shout over the mounds, bulldozers, and have no prospect of saying please or thank you for.

Jenny Oldfield's latest book *The Truth of Tannockburn* was published this month by E. J. Arnold in their Roundabout series.

Taking literacy to the streets

by John Murphy

With a hurricane lamp perched precariously on a tenebrous window ledge, 30 small Tamil children, aged between six and 14 are listening to the speaker. It is 8.30 pm. As they seek words familiar to their daily existence, the glow of the Indian Ocean can be heard. The speaker, on this beach a short distance away from the city of Madras.

These informal street classes are part of a massive programme to tackle the problem of illiteracy in India. According to the 1971 census the number of illiterate people in the age of 14 was about 212 million, and one-tenth of the population.

In the southern state of Tamil Nadu the authorities have started 1,800 such informal teaching centres with financial and resource assistance from the British Council, supported by Britain's Overseas Development Administration.

The problems facing the illiterate are considerable, but the lack of them is pervasive. Parents, who often cannot read, often refuse to send their children to school. This leads to a vicious circle among the children.

Widened workers also find it difficult with the reality, their school is a distant, inaccessible place. The attraction of the street is that it is a familiar place, and the children can see the teachers and other children who are already literate.

The people are very poor, and cannot afford to buy books. We have to produce all the teaching material they need, and we have to make sure that it is appropriate to their needs.

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with the steady increase in the number of informal teaching centres.

The motivation needed to get to school is sometimes great. For some it will mean a walk of several kilometers. If the children cannot take themselves, they must be taken, because the parents are too busy to do so.

One of the main problems is that in a few centres there are no books, and no other reading material. Without these they will often lapse into illiteracy.

Progress is slow, but we are determined to push ahead as hard as we can. Literacy is a basic need, and we must make it so.

A few miles from Madras there stands a group of shanties along the River Cooum, known as the Jothi Venkatchalam Colony. One of these small mud huts is an adult literacy centre, and it is here that I found the teacher, K. Shanmuga Vadugai, drawing a picture of a fish on a board.

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BOLTON METROPOLITAN BOROUGH

Required for September, 1980

QUALIFIED TEACHER OF THE DEAF for the post of PERIPATETIC TEACHER FOR HEARING IMPAIRED CHILDREN

Scale 3
Application forms should be returned to the Director of Education at the address given below.
Harper Green Secondary School,
Harper Green Road, Farnworth, Bolton.
Required as soon as possible until 31st August, 1980

TEMPORARY TEACHER OF ENGLISH

SCALE 1
St. Augustine's R.C. School,
Harrowby Street, Farnworth, Bolton.
Required for 1st May, 1980 or as soon as possible for Summer Term.

TEMPORARY TEACHER OF SPANISH WITH SOME FRENCH

SCALE 1
Application forms obtainable from the Director of Education, P.O. Box 63, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher by the 30th April, 1980, unless otherwise indicated.

Bexley London Borough

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1. Teacher of MATHEMATICS to teach the subject at all levels up to the full range of the school. The candidate will be given an opportunity to teach the subject in the school. The candidate will be given an opportunity to teach the subject in the school. The candidate will be given an opportunity to teach the subject in the school.

2. Teacher of PHYSICS to teach the subject at all levels up to the full range of the school. The candidate will be given an opportunity to teach the subject in the school. The candidate will be given an opportunity to teach the subject in the school. The candidate will be given an opportunity to teach the subject in the school.

3. Teacher of CHEMISTRY to teach the subject at all levels up to the full range of the school. The candidate will be given an opportunity to teach the subject in the school. The candidate will be given an opportunity to teach the subject in the school. The candidate will be given an opportunity to teach the subject in the school.

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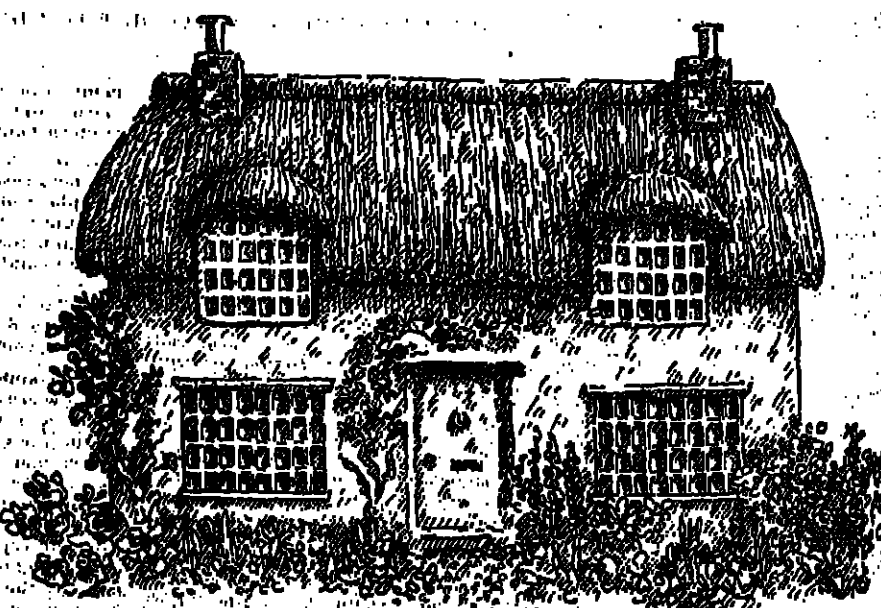
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THE TIMES
Educational Supplement

extra GEOGRAPHY IN ACTION



Although it obviously presents its problems to some pupils in the third year, geography is a popular examination option at 16-plus. Will it be edged out of the curriculum?

OVERLOOKED IN THE SECRET GARDEN

Richard Daugherty and Rex Walford comment on recent government curriculum proposals

Once upon a time, so the story goes, there was a secret garden. Minister knows now about curriculum. It was the celebrated utterance of one post-war Minister of Education; and even in the late 1960s one of his successors, Anthony Crosland, could say (in *The Politics of Education*) that he didn't regard himself or his officials at the DES as "in the slightest degree committed to interfere with the curriculum". It is tempting to see the recent DES proposals on *A Framework for the School Curriculum* as something of a vindication of these views. But there is no doubt that, in January 1980, the secret garden has been invaded. The making of proposals is no longer seen as "interference". It is the assertion of the central government to the world in which they live and the interdependence of individuals, groups and nations, an aim reiterated as particularly important by the Secretary of State on more than one occasion since. A more central expression of the intentions of geographical education would be hard to find, but, appallingly, this aim according to the *Framework* document, can be covered by English, maths, the sciences, RE, PE and a modern language.

How then should geography teachers respond to this challenge to the place of the subject in the curriculum? One reaction must be to question the terms and level of the debate conducted by the DES. There is certainly much to criticise in what Max Morris has called (*The TES*, February 8) "a pot-pourri of platitudes, a compendium of banalities". Aims appear to be quoted as mere window-dressing, the decision about what is essential for all children resting on instinctive judgement rather than an argued position relating to the stated aims. The core of supposedly indispensable subjects thus emerges through assertion and repetition. In contrast, the weight given to geography, like history, the arts, careers education, and so on, is to be a matter of variable provision according to locality. (Does this mean that some localities need geography more than others? That some localities are more naturally "geographical" than others?)

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CELEBRATION YEAR

The Royal Geographical Society is marking its 150th anniversary with a rich programme of lectures and exhibitions. Maryanne Chandor reports

The Royal Geographical Society was founded at a meeting of the Raleigh Club held at the Raleigh House, St James's Street on May 24, 1830. The new society had six main aims which were later consolidated in the Royal Charter granted by Queen Victoria as "the advancement of geographical science" and "the improvement and diffusion of geographical knowledge". The early years of the society were dominated by exploration—Schomburgk in Galana, Franklin and the search for the north-west passage, the crossing of the Australian deserts, Spoke and Livingstone in Africa, Tibet and the search for the hidden city of Liassa, Scott and Shackleton in the Antarctic, and all members of the society receive the *Geographical Journal*, now in its 150th year, and widely respected both as a source of new research material and for its comprehensive reviews of new books and the society held

continued overleaf

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GENERAL EDITOR: GEOFF DINKELE

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"Overlooked in the secret garden" continued.

The proposals also fail to distinguish between the distinctive and emphatic contributions of subjects and those of the curriculum, such as language development, which are cross-curricular. The subheading "Preparation for adult and working life" appears four paragraphs from the end of the document, prompting irresistible speculation as to what the rest of the curriculum is thus meant to be about. There is a persistent tendency in the document to talk of subjects as if they inevitably embodied certain characteristics, rather than seeing them as being possible vehicles for achieving aims and so we could go on.

ADVANCED PROGRAMME

Geoffrey Sherlock previews new BBC School Radio series for this summer and beyond

As a result of the very serious drought in 1976, many of the light, khaki hills in the Vale of York were susceptible to wind erosion early in the year, early in the growing season for crops. The strong winds of spring removed the soil, damaged crops and reduced the quality of the land substantially. The Vale of York is by no means a desert but there is no difference in principle between these processes on the light soil in northern England and the kind of soil erosion that can occur on agricultural land in many of the marginal desert areas. The difference is one of scale and degree. So says Professor Ron Collins in a forthcoming programme on Desertification in the new BBC School Radio series Advanced Studies: Geography.

This rather startling example contains something of the essence of this new series—all the contributors are recognized and enthusiastic experts. When I began planning the series 18 months ago at the request of the School Broadcasting Council these two criteria, expertise and enthusiasm, were uppermost in my mind for the speakers.

The subject matter was rather difficult to plan because the seven Radiovision programmes on physical geography are based on an analysis of available A level syllabuses. The content of each programme was roughed out in preliminary discussions and a list of some dozen or so slides, diagrams, maps and so on was selected. Once in the studio this list was reduced to a maximum of 11 and

the running order was established. Then, with Barbara Myers chairing each session, we recorded a free-ranging, totally unscripted and unrehearsed discussion and, at times, disagreement. The freshness of this approach comes over in these broadcasts; nevertheless each subject is carefully linked to the filmstrip.

What also comes out clearly is the continuing and exciting progress of geographical knowledge, the fact that there is a great deal of work to be done and that careers and economic returns are very much in the mind of these speakers—they are not isolated academics. And the new attitudes to geography—the hypothesis testing, the analysis, the systems approach—are also strongly in evidence.

The eighth programme in the sequence is "straight radio"—a discussion between two senior examiners in their thinking behind the questions, their ways of marking and the problems that many candidates create for themselves including a not uncommon inability to spell geographical terms!

In the summer term 1981, my plans for a second series of eight programmes cover human and economic geography topics. I hope these will be: population; urbanization; agriculture—subsistence; agriculture—commercial; industry; energy; transport; examinations. Suggestions for possible programmes in summer 1982 at this level are most welcome and should be sent to me, Geoffrey Sherlock, BBC School Radio, Broadcasting House, London W1A 1AA or to your nearest BBC Education Officer.

I have also planned changes in the geography output for pupils lower down in the secondary school. Starting in September 1980 there is a new 20 programme series called Home or Away (15-14, Radio 4 VHF Thursday, 11.40-12.00). This series has three main aims: to provide a foundation of geographical ideas on which later studies leading to O level and CSE can be built; to provide a series of geographical ideas for pupils who only study the subject for two years in secondary school; and to provide material for teachers to use in their own schools. The four themes of 1980 are: Water, Power, Settlement and Transport. These changes have been made largely in response to the needs of your schools and suggestions are welcome.

These changes have been made largely in response to the needs of your schools and suggestions are welcome.

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Macdonald & Evans "Aspect" GEOGRAPHIES

General editor: H. ROBINSON
IN PREPARATION: JULY
A Geography of Agriculture

P. A. R. NEWBURY
This book adopts a systematic approach, by which specific regional studies are placed within a general theoretical framework. Designed specifically for students of geography, economic geography and agriculture in sixth forms, universities and colleges. It will also be of considerable interest to practising agriculturists all over the world. 336 pp. Illustrated. £5.50

IN PREPARATION: FEBRUARY 1981
A Geography of the E.E.C.

H. ROBINSON & C. G. BAMFORD
This book adopts a new approach to the geography of the E.E.C., beginning with an analysis of the geographical factors which gave rise to the politically fragmented Europe, and identifying the developments which led to the emergence of co-operation after the Second World War. It is aimed primarily at university students of geography and economic geography, but will also be of considerable interest to students preparing for professional examinations which require an understanding of European co-operation. 288 pp., approx. 11 illustrations. £4.95

Other titles in the series:
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extra

A FRAMEWORK FOR THE MIDDLE SCHOOL

by Colin Read

Continuously with the evolution of new organizational structures for schools, changes in attitudes towards learning and teaching have inspired a critical review of the appropriateness of the subject-centred curricula. At the same time, the growth of interdisciplinary and integrated studies, and the use of more extended and sensitive methods of teaching, have led to a re-examination of the subject-centred curricula. The revised guidelines proposed by the DES show evidence of more extended and sensitive methods of teaching, have led to a re-examination of the subject-centred curricula.

relevance and distinctness of key paradigms of our subject—concern with the intersection of man and his environment; concern with the study of the essential characteristics of place or region; concern with the description and explanation of the natural features of the earth's surface; concern with the geometry of spatial relationships and with movement.

If the contribution of geography to the growing needs of developing children in the middle years is to be effective and of lasting value, provision must be made for the service of specialist geographers, trained both in the subject and its teaching. Every middle school should have a specialist in the subject (the joint honours graduate may be particularly well suited both from the point of view of integrated work and in the context of constraints on staff recruitment). Broadly his/her role should be:

(1) To ensure that the basic aims, objectives, skills and concepts are covered in an appropriate way and preferably in structured courses designed to provide progression in learning.

(2) To organize and develop the resources of the subject including local, first-hand observable data, data for simulated fieldwork, and realistic studies of remote areas and the vast range of hard and soft ware.

(3) To give specialist advice to both colleagues and pupils.

(4) To link with specialist colleagues in the upper school and with colleagues in the pre-middle years.

(5) To establish the relationships which exist between geography and other areas of study.

(6) To work with parents to discuss and explain the broad aims of the subject.

In terms of curriculum content the direct or indirect framework provided by the various external examination syllabuses followed in the upper school provides a reasonable degree of consistency of subject treatment. However, in the middle age range, although some I.A.S.s and teachers groups have produced guidelines, a disturbing diversity of practice would appear to have developed. At the worst schemes are being followed that have little structure, progression or concern for the requirements of later studies. Inevitably the varied programmes of learning that have developed are going to present serious problems for work in the upper school. Some children may have few, if any of the concepts, skills and ways of thinking necessary for more advanced work.

While it is not suggested that the approach to geography in the middle school should be static or nationally uniform it is suggested that there is a need to establish the basic aims and objectives of geography for this age range, for

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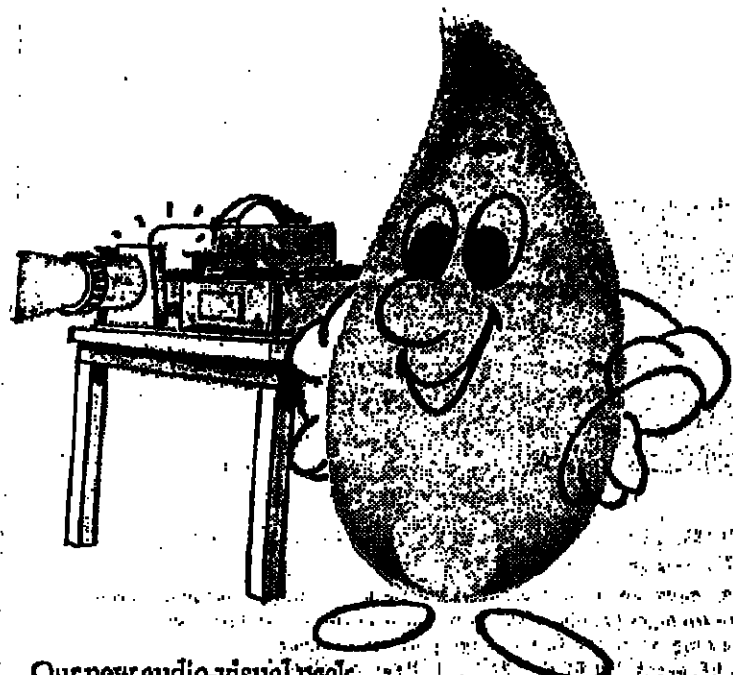
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extra WHERE THE COURSE TEAM IS KING

Andrew Learmonth on the geography courses offered by the Open University

Pathways in geography are offered to adult students by the Open University. A score or two of part-time tutors spread across the country, staff tutors or assistant staff tutors in 13 regional offices, the BBC OU production teams, and about 17 teaching and research staff at Walton Hall, the Milton Keynes campus, make part-time studies available.

Team-teaching, usually, and in a correspondence and broadcasting university (with 230 study centres) this means integrating, writing, editing by a group of Walton Hall and regional academics, editor, educational technologists, BBC-producers, and in geography courses, cartographers. In many ways the course team is king in producing the correspondence material widely sold in bookshops and used in many other institutions where it is admitted by many and revered by some.

This 'chief use' of OU material is of course gratifying, but it can lead to a distorted view of geography in the Open University. To have a student's eye view of the staff: strategy, of course, constrained by limited manpower, and the university's commitment to interdisciplinary studies.

After the interdisciplinary Foundation Course, post-foundation courses, post-foundation courses, geography are offered two main and complementary paths. John O'Plains took D101 Making Sense of Society and D101 Living with Technology; he wants a single discipline course relevant to his daily interdisciplinary work; he is offered one full credit course D204 Fundamentals of Human Geography and a D203 Decline-Making in Britain, or D202 Urban Change and Conflict (from 1982), and a third level course like D302 Patterns of Inequality.

In contrast, Gladys Teche only needed one Foundation Course because her college training secured some exemptions. She had a good foundation of geography from her college of education course in the early 1960s, and wants interdisciplinary 'bites' to deepen her attack on cross-discipline syllabuses with her own pupils. Gladys may choose a second level course like D203 Decline-Making in Britain, or D202 Urban Change and Conflict (from 1982), and a third level course like D302 Patterns of Inequality.

In contrast again, Marion Wake-well left school at 15 to work as a shop assistant until she married, so she is numerate, and she is bright and literate too. She took D101 Making Sense of Society and D101 An Arts Foundation Course. She is sitting primarily at finding out her intellectual potential, though she hopes to return to the labour market with a degree. She needs from the OU a course which includes three main sections: man-environment relations, spatial analysis and values, ideology and religion, and geography. Marion is attracted mainly by the environment section but wants to tackle the other two, so she decides to have a course which may be challenged by the Urban Change course, or her confidence in handling data may lead her to take some of the other social interdisciplinary courses—concerning methods—like D203 Statistical Historical Data, and the Social Sciences, or even D204 Fundamentals of Human Geography.

The courses mentioned depend primarily on the well-designed correspondence material with more or less successful integration of the material with broadcasts, maybe

summer school or study centre, day schools, etc., with the exception of the project course where the print material will be less and perhaps simpler in format.

The basic course on geography as a discipline, then, is D204 Fundamentals of Human Geography, and its three main sections have been mentioned. It is mainly a course about ways of looking at geography and is not about the geography of any continent or that industry.

There are, of course, student activities throughout, but it is the summer school at York or Bath which really gets the student into action.

There has recently been a major review of the course in Progress in Human Geography, Vol. 3, No. 2 (London, Arnold 1979). Professor R. J. Johnston, of the University of Sheffield, thinks there is material for these courses (Yes, but we are constrained for resources, as already noted); at about a million words in the correspondence material, plus textbooks and a Reader of Journal articles, there is a lot of reading, but four or five hundred students a year take the course, with one of the lowest dropout rates in the university. Johnston's remarks on failure rates in the examinations.

Other detailed criticisms probably underestimated the extent to which an admittedly messy system can test the student's understanding of an apparently under-used diagram or help them with a passage that is causing difficulty. We receive feedback in both structured and informal ways, and try to respond. Professor Johnston thinks, too, that having taken on such a broad survey of ways in which geographers look at their discipline, OU staff and the many outside contributors have left it to the students to form their own overview of where geography is now. This course is almost unprecedented in the university in that in its fourth year of presentation it still has a gap where the second year's work of a week of student study could be used to be there has been a stop-gap 'revision guide' since year two; it perhaps reflects the ferment in geography as a whole that this gap exists because of real intellectual controversy in the course team.

Did the midlife crisis on spatial analysis unduly influence the student towards a positivist approach? Retrospective dissatisfaction with the balance of geographical endeavour in the 1960s has become involved in course team discussions, and has left a little to be desired. However, two of the course team are trying again to produce a short 'state of the art' essay, and also a 'revision guide' is planned. This sample, makes the point that the second year's work is not to be taken for granted. The entry level includes less training in geography than such as would a conventional undergraduate starting an honours dissertation; but many OU students do have more knowledge of social sciences than many young geography students.

The plan for this course is to offer students, initially, a choice of one project from three options: (1) a choice of three topics, (2) a choice of three topics, and (3) a choice of three topics. The plan for this course is to offer students, initially, a choice of one project from three options: (1) a choice of three topics, (2) a choice of three topics, and (3) a choice of three topics.

The courses mentioned depend primarily on the well-designed correspondence material with more or less successful integration of the material with broadcasts, maybe

their own needs. Following the very broad Social Sciences Foundation Course—two for a student without exemptions because of other education courses since school—these are the two geography courses described. And the two sorts of interdisciplinary courses cited earlier—the problem-orientated and the method-orientated—can be combined according to individual interests and needs to give a trained competence in sister social sciences or in social science method which might well be envied by at least a proportion of undergraduates in some honours course of geography. On the research side, the OU is particularly active in social geography, with a rapidly developing urban research group concerned with housing choice and constraint in inner London and in the ethnically complex smaller city of Bedford. Naturally, there are 'close' relations also with our New Towns Study Unit, which studies aspects of Milton Keynes but also other new towns and cities.

A. T. A. Learmonth is professor of geography at the Open University.



Junior schoolchildren using a clinometer to measure the height of their school for an environmental studies project.

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extra A RAW MATERIAL FOR STUDY

Bryan Waites on the geography of war

"It is a source of constant surprise to me", an eminent professor said recently, "that British geographers in the post-war period have avoided the study of war as an expression of the spatial behaviour of human groups. After all, a strong case can be made that war and conflict is the norm in human history, with peace only occasionally breaking out."

He went on to outline ways in which war and geography coincide: the adjustment and acclimatization of men and machines to various theatres of war; the influence of terrain on the technical levels at which war can be waged; strategic mobility in the media of land, sea and air; regional hierarchies of war from world conflicts to small-scale tactical areas; cartography and war; territoriality as a function of conflict and conflict resolution; decision-making; games theory; boundaries and frontiers reflecting conflict areas.

This is a strong case for geographers looking again more positively at war as a raw material for study. Military Geography was once of great importance and geographers such as H. J. Mackinder were well aware of this, especially in geopolitical terms. Even today, in some institutions War Studies are important and the Open University has produced an outstanding series on *War and Society*. There is little evidence, however, that geographers in schools are making full use of the range of possibilities open to them in respect of war. Why should they bother at all?

One reason is the proliferation of resources available on war. At the national level, the Imperial War Museum, Greenwich, the National Army Museum, Chelsea, and the RAF Museum, London, have outstanding collections and displays of educational materials, archival films and an education service which excellently provides for visits and consultation. Floating museums like the *Belfast* and the *Victory* give an added dimension. At the local level regional museums are, perhaps, more accessible.

The literature of war is a never-ending fountain ranging from paper-backed publications such as the *British Battlefield Series* (Pan) and *Britain's Battlefields* (Shire), to Bosworth, then you are lucky for more solid, substantial histories, academic books on war and the



German assault troops attacking French positions in June 1918. There is no shortage of available resources for the study of war. This photograph and the one overlaid come from the Imperial War Museum, London.

most valuable atlases such as *First World War Atlas* (Weidenfeld & Nicholson) and *Atlas of the Second World War* (Orbis). Specially for teachers and pupils are the *Longman Resource Units* with a series edited by Tony Howarth on the Great War and consisting of twelve booklets. There are other units in the History Series on battles such as Agincourt and Bosworth. Excellent *Jackdaw* covers the *Peninsular War*, *Waterloo*, the *Crimée War*, the *Battle of Britain*, etc. The publications of the national museums are valuable and include slide and photographic collections such as *The Western Front: an Imperial War Museum Photobook*.

Perhaps it is the links between war and your own local environment which may be most attractive. War is the endless theme, even now, of TV whether it be *Pearl* or *Secret Army* and this is the everyday view of your pupils. They will have familiarity and knowledge from this added dimension. Maybe, also, you have a Naseby, a Bosworth or an Edgehill in your backyard? A great deal is possible in terms of activities if you have. If your local authority has developed the battlefield as an educational and leisure centre, like Bosworth, then you are lucky for more solid, substantial histories, academic books on war and the



By 1917 both armies had dug complex trench systems with their front lines at times as close as 40 yards. In no-man's-land mine and machine-gun emplacements were often fought over at night. Cost in lives was high. In areas well protected by barbed wire and machine-gun fire, the trenches were usually crowded. Despite the horrors, the trenches were usually crowded. Despite the horrors, the trenches were usually crowded. Despite the horrors, the trenches were usually crowded.

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extra A LINK IN THE CHAIN

A. D. Cooper on the training and work of cartographers

Cartography, the art and science of map making, raises the image of the draughtsman poring over his grand masterpieces and producing a work defining the location of some area of land. In reality cartography is more frequently a team effort, even in small firms. The cartographer is a link in a communication chain between the surveyor or originator of the map, the printer who may print the map, and the map user.

In the larger map-making establishments such as The Ordnance Survey or George Peck Ltd the cartographer may only carry out part of the production process. He or she may scribe the coastline or roads on plastic coated film "patch in" place names, and prepare pointing masks.

The decision as to what should be included or excluded from the material available for the map will have been taken by the editor working to a prepared specification.

For some work, such as school atlases where a variety of projections are used, but where the shape of the land remains the same for a number of maps, the craftsman may receive prepared base material on which to fill in detail.

In smaller drawing offices there may be a much closer link between the originator and the cartographer. The cartographer who may also be the map designer, and the users, who will include the originator.

Cartography is an industry with neither rigid, formal qualifications nor a hierarchical career structure. The qualifications for promotion are frequently skill and merit. It is possible to enter with basic educational qualifications and to rise to managerial status, equally to enter with a degree and postgraduate qualification and remain an editor.

One difference that does occur is that since a part of cartography is linked with the printing industry, in some of the larger map producing houses the craft-level draughting is only done by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers, who have served an apprenticeship in their trade.

Since 1966, it has been possible for cartographers to gain educational experience while in employment. For slightly longer, Oxford Polytechnic and Luton College of

Higher Education have offered full-time, pre-industrial training. The education of the industrial-educational training is by the Technician Education Council through its programme committee for Cartography and Planning, except for the Oxford Polytechnic Diploma course which is internally awarded.

To enter the TEC Ordinary Certificate courses which are offered in a number of colleges of technology and of further education the student should first be employed since there are no full-time or college-based sandwich courses at this level. The course includes mathematics, surveying, draughting and cartographic theory and environmental studies. It will lead to the opportunity for taking a higher certificate or diploma. These may be achieved through day-release, sandwich or block-release study.

The student with A level wishing to enter cartography may do so by becoming a trainee and taking the Ordinary Certificate, for which exemption from some units of the course may be given. Indeed it is not unknown for graduates to follow this route. Alternatively, according to where his or her ambitions lie the student could take one of the courses at a Polytechnic or College of Higher Education.

The North-East London Polytechnic offers cartography linked with surveying at both technician and degree level. The surveying is topographic with some related hydrographic material and the cartography is likewise. At Oxford the emphasis of the course lies in linking with the map printing industry and in the design of maps for illustration and atlas work. The Luton course, which is in Geographical Technology, offers thematic cartography as its core.

Graduates from these courses may find themselves in a range of employment. They may be laying out roads in Nepal or the Sudan; positioning oil development platforms in the North Sea; preparing preliminary maps from aerial photography in tropical rainforest regions. They may be designing gas and electricity grids or water main layouts. They may work in university or polytechnic drawing offices, be editing maps for tourists or supplying the cartography for planning or developments, or preserving national parks. Many will link together their skill as cartographic draughtspersons with the design

and presentation of the map. The highest level of qualification by education available in Britain is the graduate and postgraduate courses offered at Glasgow, Edinburgh, Swansea universities and Portsmouth polytechnic. Here cartography can form a substantial part of the first degree while Glasgow and Swansea offer postgraduate courses. People completing these courses may expect to occupy editorial-management positions but may also lack the basic draughting skills.

Those entering cartography should be aware that it is a field in which the proportion of managers to workers is relatively low in the larger firms but in the smaller offices the reverse is true. The financial rewards, not unlike teaching, are such that cartographers are seldom poor but few are rich, and where job satisfaction is expected to be part of the income. Young men wishing to enter an alternative route with well-defined salary scales may do so through the Services where training is offered to both commissioned and non-commissioned personnel.

There could be a correlation between the demand for maps and the standard of living in a society. The demand for development overseas and for the resources of the North Sea have recently absorbed many available cartographers. Cartographers cannot escape the technological revolution. It is probable that in the next 10 years automated processes linked with computers will take over much of the production of topographical maps once the basic information has been digitized. Where the cartographer will be needed will be in the selection and editing of the material the map will contain. The cartographer will need to know the market for whom the map is being produced. The map is becoming more and more a means of communicating visually.

The flair for design, for clarity of expression for making a visual impact will remain. In the realm of the aesthetic mapping and for such engineering work as small size of the demand will make the use of the computer less attractive unless there is a radical change in the present scale economies.

For further information on courses, qualifications and employers, see "Careers in Cartography" by R. W. Anson, published by The British Cartographic Society.

There is, for instance, a great deal on tunnelling, mining and geology, 1914-18, of absorbing interest and real geographical significance. Similarly, communications behind the front line is a topic of major significance when an army the size of a city was involved. War games should be played and devised (see *Discovering War Games*, Shire, etc).

Select your own battle showing good geographical background and a game to play. Allow for weather factors, etc. Investigate modelling for toy soldiers and scenery.

Study war poets and artists. Obtain geographical descriptions for use in your teaching from such sources as the *Imperial War Museum* and from local archives. To find out the part your area played in wars and the reaction of the people. If you can obtain the excellent *Michelin Guides to the World*, 1914-18, you will find them a marvellous teaching aid full of photographs, sketches, diagrams and descriptions often showing the scenes before and after.

Consider war maps as a special form. Use the atlas mentioned, newspaper maps and, if possible, visit the Imperial War Museum. Map Room - let the weather mislead the pupils' curiosity to obtain sample materials. How do war maps differ from ordinary maps? Are there special cartographic techniques? Where sort of maps were used? You will be amazed by the intricacy of trench maps and their placenames. Look at German maps also, if you have the chance. Consider the propaganda in this connection: the perception of war maps.

There are only a few possible activities for geography in the classroom which are of course, actual field work on the own or overseas

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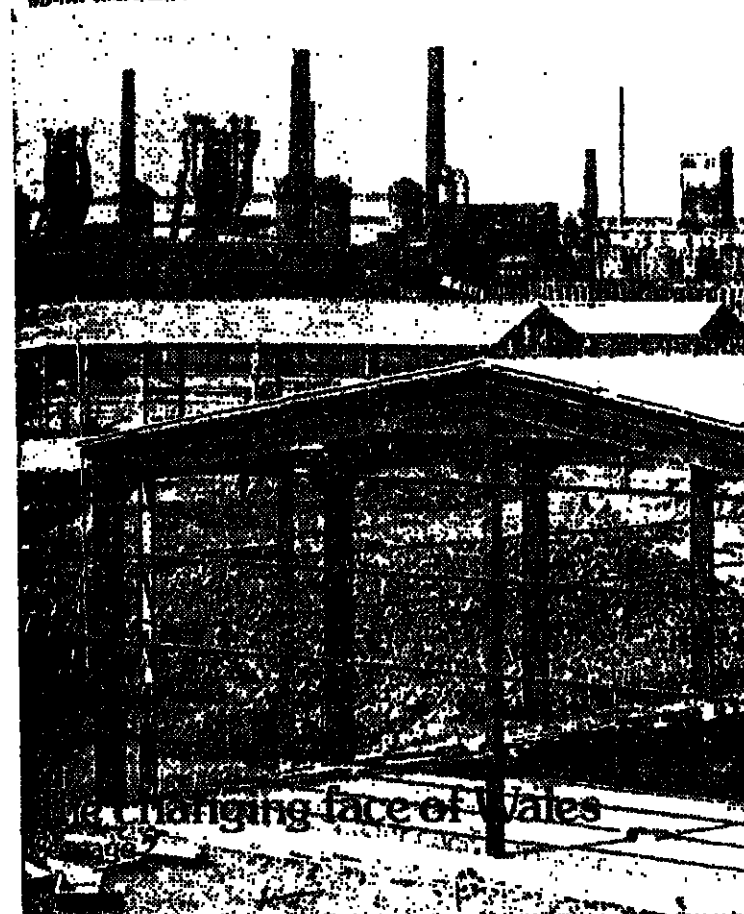
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GEO

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extra THE GEO- SCENE: A NEW AGE

By Anne Ralphs and
Richard Fawcett

What is Geo? It is the magazine for school geography students which has five issues a year. It was devised to stimulate the interest of the 14 to 16 age group with the requirements of public examinations very much in mind, and has proved useful to this and a wider age range.

Geo, which is two years old, was created at a time of change, a response to the many developments in geography and geography teaching. Mixed ability classes, developments in CSE, School Council projects such as Geography for the Young, School Leavers, and the 14 to 18 Project, individual studies as part of examinations, an emphasis upon inquiry techniques, hypothesis testing, statistical methods and analysis rather than description, these were just a few of the influential trends in the 1970s.

More and more teachers were abandoning the traditional textbook in favour of multi-media kits, resource packs and supplementary material. It is commercially produced or "home-made". For some the result was confusion, for others a challenge, for us, the environment in which the idea of Geo developed.

The magazine format seemed well suited to meet contemporary needs. It enables a publisher to bring up-to-date material into the classroom and it gives the teacher a flexible resource which can be useful in a variety of teaching situations. Geo does not depend on varied ranks; it is equally at home in groups or individual work. And for pupils, increasingly used to a wide range of attractive resource materials, it provides a welcome addition to the traditional text book.

The content, which attempts to cater for a wide range of tastes, is a mixture of core syllabus and relevant supplementary material. In Geo you will usually find five features on a wide range of topics: physical geography, ranging from coasts to wind, regions such as Cumbria and the snow mountains; themes such as industrial location, transport and power, techniques from the sphere to the climate, and many subjects from all over the world such as cyclones in India, new towns in The Netherlands, drought in north-east Brazil and the fall and rise of Appalachia. There are regular features including "Measure Up", the Geoff Dinkelspot which lucidly and humorously describes a different statistical method in each issue and applies it to some practical problem often arising from an article in the same magazine; "Talking Point" presents geography for discussion in class, the playground or at home; "Geoprobe" is where it is of Geo is no item devised in response to a survey of teachers' opinion, which asks questions about the contents of the issue, which could be used in the classroom or for its own sake; and "Break", a light-hearted diversion with strong geographical connotations.

All the material in Geo is written or devised by recognized authorities. Many, such as Alice Coleman writing on the urban fringe, Michael Witherick writing on Japan and Fred Singleton writing on Yugoslavia, are university lecturers; others are specialists writing in their field, such as the *Edinburgh National Park* and Steve Bonnis working with the Intermediate Technology Group, who can provide a pertinent insight into geographical problems. Practising school teachers contribute, too, and the advisory panel has their interests and needs well represented.

Wherever possible, for overseas articles indigenous authors are used. These include Professor Panditha of the University of Sri Lanka, Dr Meijer, director of the Information and Documentation Centre for the geography of The Netherlands, Peter Hobbs of Canberra, and Professor Leaman of the University of Western Ontario. The differing

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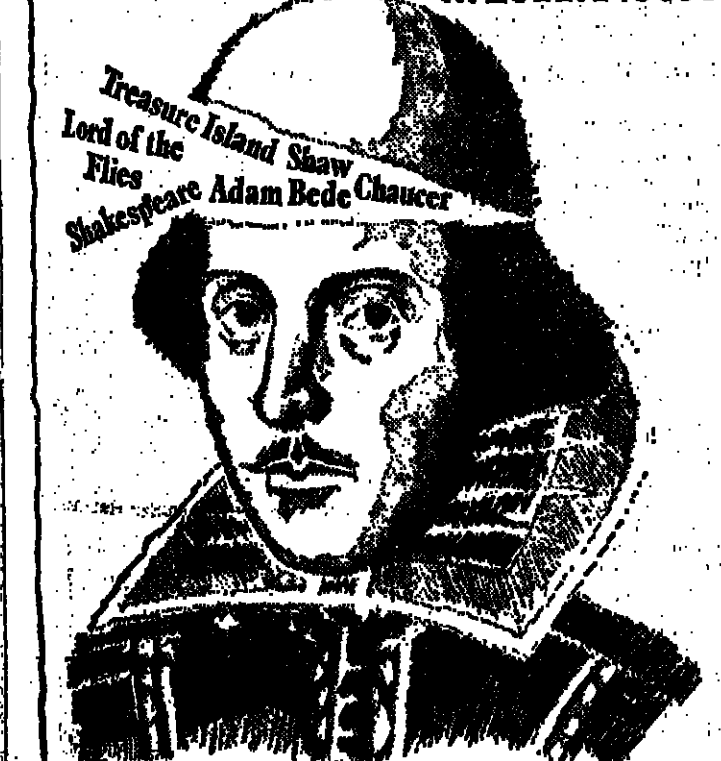
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Applicants must be training
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or the equivalent, and have
London Allowance: £65fr.
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Director of Education, Derbyshire
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E16 6BT.

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SECONDARY

Physical Education continued

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Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E. form) from the Heads at the schools.
Please quote reference 18/4 on correspondence.

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Somerset

Further

Somerset College of Agriculture and Horticulture, Cannington, Bridgwater

New appointments to commence September 1980, DEPARTMENT OF AGRICULTURE

(i) HEAD OF DEPARTMENT. This post carries responsibility for the new Ordinary Diploma Certificate in Agriculture, together with the existing NCA and NCD courses.

Applicants should possess a recognized degree in Agriculture, or equivalent, and have sound practical and teaching experience.

Salary: Lecturer Grade II, points 6-10, £7,839 to £8,716.

(ii) LECTURER, GRADE 1A/1B. The successful applicant will join a team teaching the above courses. He/she should possess a recognized degree in Agriculture, or equivalent, and have sound practical and teaching experience.

Salary: Lecturer Grade 1A, £3,768 to £8,438 or Lecturer Grade 1B, £4,215 to £8,723.

Application forms and details (large S.A.E.) from the Clerk to the Governors, Tel: Combeville (0278) 852228. Closing date: 2nd May, 1980.

Secondary

Frome College, Frome

(13-18 mixed comprehensive, 1,448, and F.E. College combined, on separate sites).

For September, 1980:

(i) Teacher of ENGLISH, Scale 1. Ability to teach Drama advantageous. Well equipped department, with its own Theatre. Opportunity to teach across the age and ability range at least to 'O' level.

(ii) Teacher of MATHEMATICS, Scale 1. Modern courses to exist at all levels. Opportunity to teach across the age and ability range at least to 'O' level. Well equipped department with own micro computer.

Full letters of application in the first instance to the Principal at the College, endorse envelope with post title S.A.E. for job description.

Sydenham School, Bridgwater

(11-18 mixed comprehensive, 1,030)

For September, 1980:

(i) HEAD OF ENGLISH, Scale 4, to lead a forward thinking department. Courses to 'O' level Languages and Literature and CSE are established. Vacancy due to promotion.

(ii) PHYSICAL EDUCATION, Scale 2. To undertake responsibility for Girls' Physical Education within the P.E. Department.

(iii) SCIENCE, Scale 2. To be responsible for Combined Sciences in Lower School (Years 1 and 2). Ability to contribute to Physical Science in Years 3, 4 and 5 an advantage.

(iv) SCIENCE, Scale 1. Able to offer Physical Science/Chemistry in Years 3, 4 and 5. Ability to contribute to the teaching of Combined Science in Years 1 and 2 an advantage.

(v) HOME ECONOMICS, Scale 4, to join thriving department in the Design Faculty. Applications welcomed from those seeking their first appointment.

Applications by letter to the Head of the school, with curriculum vitae and mentioning any interest in pastoral care/areas of activity other than specialist subject, plus names of two referees.

Closing date: 28th April, 1980.

Crispin School, Street

(11-18 mixed comprehensive, 1,172)

For September, 1980:

(i) HEAD OF FIRST YEAR, Scale 5. Ability to teach Woodwork with some Lower School Mathematics an added qualification.

(ii) Specialist teacher of ENGLISH, Scale 1.

(iii) Specialist teacher of RURAL SCIENCE/GENERAL SCIENCE, Scale 1.

Closing date: 28th April, 1980.

The Blue School, Wells

(13-18 mixed comprehensive, 1,388)

For September, 1980, teacher of SOCIAL STUDIES, Scale 1, mainly History, with specialist interest in teaching and young remedial pupils. Experience with Citizenship, CSE and ideas for developing associated work an advantage.

Source: requisition 18/4 on 18/4/80 at 430/4/80. Closing date: 28th April, 1980.

Holyrood School, Chard

(11-18 mixed comprehensive, 1,220; large campus)

Somerset

Further

Buckley's Mead School, Yeovil

(11-18 mixed comprehensive, 1,300)

For September, 1980, teacher to take charge of GIRLS' PHYSICAL EDUCATION throughout the school.

Applications by letter as soon as possible to the Head at the school with curriculum vitae and names of two referees.

Closing date: 28th April, 1980.

The King Alfred School, Highbridge, Burnham-on-Sea

(11-18 mixed comprehensive, 1,518)

For September, 1980:

(i) Teacher of MATHEMATICS, Scale 1. Graduate preferred, to teach throughout the school, including sixth form.

(ii) Teacher of BOYS' PHYSICAL EDUCATION, Scale 1. Full programme of skills within a varied curriculum. Closing date: 28th April, 1980.

Whitson School, Shepton Mallet

(11-18 mixed comprehensive, 840)

For September, 1980, teacher of MATHEMATICS, Scale 1. Closing date: 28th April, 1980.

Priorwood School, Taunton

(11-18 mixed comprehensive, 750)

For September, 1980, teacher of BOYS' CRAFTS, Scale 1. Woodwork, metalwork and technical drawing to 'O' level. Commitment to boys' games in first year.

Closing date: 28th April, 1980.

Re-advertisement

Haygrove School, Bridgwater

(11-18 mixed comprehensive, 900)

For September, 1980, teacher of CRAFT, Scale 1 (Metalwork and Jewellery) to work in new purpose built block.

A willingness to take part in the general activities of the school an additional qualification.

Previous candidates will be reconsidered.

Closing date: 28th April, 1980.

Minehead Middle, Minehead

(9-13 mixed, 832)

For September, 1980, teacher of MATHEMATICS, to coordinate the subject throughout the school. Scale 2 post for suitably qualified and experienced applicant.

Applications by letter to the Head at the school, with curriculum vitae and names of two referees.

Closing date: 8th May, 1980.

Monken Priors, Taunton

(180 pupils, ESN(M))

For September, 1980, experienced teacher, Scale 1, plus special school allowances.

Applications by letter to Staffing (T) Section, Education Department, County Hall, Taunton.

Closing date: 28th April, 1980.

Brooklands County Primary, Street

For September, 1980, if possible, HEAD for this Group 5 school.

Previous applicants will be reconsidered on request.

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 8th May, 1980.

Primary Deputy Headship

Wellspring County Primary, Taunton (332)

For September, 1980, teacher, Scale 2, to be responsible for the Science programme throughout the school.

Closing date: 28th April, 1980.

Marriott County Primary, Mr. Crewkerne (96)

For September, 1980, junior teacher, Scale 1. Interest in P.E. and Games, with musical ability/enthusiasm an advantage.

Closing date: 28th April, 1980.

Ditchford County Primary, Mr. Shepton Mallet (40)

For September, 1980, experienced infant teacher, Scale 1. Music essential.

Closing date: 28th April, 1980.

Ashlands V.C. First, Crewkerne (121)

For September, 1980, teacher, Scale 1 for upper infants.

Closing date: 8th May, 1980.

SECONDARY

Education continued

DEVON
Physical Education
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Please quote reference 18/4 on correspondence.

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**HERTFORDSHIRE
COUNTY COUNCIL
SIXVILLAGES DIVISION**

[illegible]

HOUNSLOW
London Borough of
ELECTION EXPENSES
London Borough of
The Civic Centre,
Hounslow, TW1 1JN
Tel: 0181 871 1111
Tombrook Road
Folham, TW1 1JF
Hounslow: 0181 871 1111
J.P.
Required September
2000
CRAFT DESIGN
NOLOGY Design an
Department consists
progressive team of
experienced welders
in all aspects of
C.S.S. and C.S. and
in town well equi-
ped.
Longford School
educational Commit-
ment to 14-19 pro-
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London Allowance
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Letters of appli-
cation, statement,
Hounslow, giving

primary, middle and
education, Department.

made to the headteacher.
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ENSIVE SCHOOL etc.
Bywater, Cardonald W.
Rollinson, R.A.
1960 YEAR TUTOR
should be able to of
to G.C.E./C.S.E. level
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CH. Further details and
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SCHOOL GIRLS (N
L2 586; Telephone:
F. Lawton, S.A.
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MARHAM SCHOOL No
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level. Curriculum vital
teaching subject; interest;

Rancho, P.O.
1960: teacher of ENGLISH
to and including

1980: teacher of PHYSICS
in the field
SCHOOL; No. 100
TAG: Telephone: 680
Richardson, M.A.
1980: taught due to his
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of Home Economics
SCHOOL (No. on roll;
age 23-18)
L.S.R. telephone:
J. Scott, Teacher of
1980: teaches of
Commerce to students
forms to 12th G.C.
II and III. Applicants
offer and to include

GRAMMAR SCHOOL

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from and should be returned to the Director, of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details, and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a cheque for £5.00.

S.344 MORLEY ST. BRANTS N.C. MAIDEN, JUNIOR AND
INFANT SCHOOL (No. on roll 111-5-11, year)
Highfield Road, Morley, Leeds LS27 9LN. Telephone 331945
Headteacher: Mr. J. Fisman.
Required, for September, 1980: Deputy Headteacher (Grammar School)
3. Applications to be returned to Mr. R. Verley, Chairman
of Managers, Gilead Farm, Gileaders Road, Uddersdale,
Leeds. Previous applicants will be considered.

[illegible]

SCALE 1 POSTS (READVERTISEMENT)

[illegible]

154-01-5 Telephone 443706

HIGH/SECONDARY SCHOOLS

The proposed New South Beach High School, (co-educational)

[illegible]

London Borough of Sutton
Education Department
Director of Education
Charles Melville, M.A., M.Ed.
Telephone: 01-581 5748

**Peripatetic Technical
Studies Teacher, Scale 3**

Required for September, 1980, two TECHNICAL STUDIES Teachers (male or female) to join a small team of peripatetic staff working in Borough High Schools.

Ability to teach Woodwork, Metalwork and Technical Drawing to G.C.E. and O Level essential. Interest in Design and Technology would be an advantage.

Casual car user allowance payable.

Apply by letter to the Director of Education (Ref. PAA(S)), London Borough of Sutton, The Grove, Chertsey, Surrey, SM5 3AL giving curriculum vitae and names of two referees.

Closing date for applications, 1st May, 1980.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service.

CENTRAL OFFICE APPOINTMENTS

(Director of Education, Princess House, Princess Way, Swansea).

Clydach Junior School, Clydach, (Mixed) (198 on roll) (Age range 7 to 11 years). A HEAD TEACHER is required for this Group 1 school. To commence in September, 1980. (Post Ref. CP17/1.10.80/TES).

Garnswilly Primary School, Garnswilly, West Glamorgan. (Mixed) (44 on roll) (Age range 5 to 11 years). A HEAD TEACHER is required for this Group 1 school. To commence in September, 1980. (Post Ref. CP18/2.10.80/TES).

Malin Junior School, Malin, Neath. (Mixed) (216 on roll) (Age range 7 to 11 years). A HEAD TEACHER is required for this Group 4 school. To commence in September, 1980. (Post Ref. CP3/10.80/TES).

Neath Abbey Infants School, Neath Abbey, Neath. (Mixed) (158 on roll) (Age range 3 to 7 years). A HEAD TEACHER is required for this Group 3 school. To commence in September, 1980. (Post Ref. CP4/10.80/TES).

Rhydyfyr Primary School, Commercial Road, Rhydyfyr, Pontardawe. (Mixed) (135 on roll) (Age range 3 to 11 years). A HEAD TEACHER is required for this Group 3 school. To commence in September, 1980. (Post Ref. CP18/5.10.80/TES).

St. Joseph's R.C. Primary School, St. Joseph's Convent, Clydach. (Mixed) (182 on roll) (Age range 4 to 11 years). A HEAD TEACHER is required for this Group 3 school. To commence in September, 1980. (Post Ref. CP6/10.80/TES).

SWANSEA DISTRICT APPOINTMENTS

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

De La Beche Road Comprehensive School, De La Beche Road, Sketty, Swansea. (Mixed) (1,775 on roll) (Age range 11 to 18 years).

i) To teach General ART to pupils in the lower ability range. Applicants should have a special interest in POTTERY. Scale 1. To commence in September, 1980. (Post Ref. SS/7.10.80/TES).

ii) To teach HOME ECONOMICS. Applicants should be able to teach Dress and Design to junior pupils. It is required that applicants have recent experience of teaching Home Economics to O and C.S.E. levels. Scale 1. To commence in September, 1980. (Post Ref. SS/9.10.80/TES).

iii) To teach FRENCH to C.S.E. and O level. Applicants should state whether other subjects are offered and the levels to which they could be taught. Welsh would be the most advantageous subsidiary subject. Scale 1. To commence in September, 1980. (Post Ref. SS/9.10.80/TES).

iv) A graduate is required to teach MATHEMATICS and PHYSICAL SCIENCE. Applicants should state the levels to which they can teach these subjects. Scale 1. To commence in September, 1980. (Post Ref. SS/10.10.80/TES).

v) To be responsible for the teaching of ENGINEERING, DRAWING to O level and to share in the teaching of WOODWORK to O level. Scale 1. To commence in September, 1980. (Post Ref. SS/11.10.80/TES).

Cefn Hengoed Comprehensive School, Cefn Hengoed Road, Winifred, Swansea. (Mixed) (1,815 on roll) (Age range 11 to 18 years). This is a social priority school.

i) SENIOR HOUSE TUTOR is required. Scale 4. Experience and/or an interest in pastoral work is essential. Applicants should state the teaching subjects offered. To commence in September, 1980. (Post Ref. SS/12.10.80/TES).

ii) To teach ENGLISH. Experience and/or an interest in Mode III G.S.E. is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/13.10.80/TES).

iii) To teach PHYSICAL EDUCATION and ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/14.10.80/TES).

Dyffryn Comprehensive School, De La Beche Road, Sketty, Swansea. (Mixed) (1,080 on roll) (Age range 11 to 18 years).

i) To teach RELIGIOUS EDUCATION and SPECIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. SS/15.10.80/TES).

ii) To teach ART and LIGHT CRAFT mainly to pupils in the lower ability range. Applicants should state the teaching subjects offered. To commence in September, 1980. (Post Ref. SS/16.10.80/TES).

Pentrefryn Comprehensive School, Pentrefryn Road, Hengoed, Swansea. (Mixed) (1,250 on roll) (Age range 11 to 18 years).

i) To teach HEAVY CRAFT throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/17.10.80/TES).

ii) To teach HISTORY throughout the school. The ability to assist in teaching ENGLISH is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/18.10.80/TES).

iii) To teach MATHEMATICS throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/19.10.80/TES).

iv) To teach MUSIC throughout the school. The ability to assist in the teaching of FRENCH is an advantage. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

v) To teach PHYSICAL EDUCATION to girls. The ability to assist in the teaching of Science is an advantage. Scale 1. To commence in September, 1980. (Post Ref. SS/21.10.80/TES).

GORSEINON DISTRICT APPOINTMENTS

(District Education Officer, Gorseinon District Education Office, Ty Eion, Princess Street, Gorseinon, Swansea).

Bishopston Comprehensive School, The Glebe, Bishopston, Swansea. (Mixed) (719 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. GS/22.10.80/TES).

Gowerston Comprehensive School, Gowerston Road, Gowerston. (Mixed) (1,850 on roll) (Age range 11 to 18 years).

i) A graduate or a person trained at a recognized college of Home Economics is required as Head of the HOME ECONOMICS Department. To be responsible for this subject throughout the school and to teach Food and Nutrition up to and including A level. A Scale 3 post is available for a suitably qualified and experienced person. To commence in September, 1980. (Post Ref. GS/23.10.80/TES).

ii) To teach HISTORY and to act as second in the History Department, with special responsibility for the co-ordination of lower school work. Scale 2. To commence in September, 1980. (Post Ref. GS/24.10.80/TES).

Penlan Comprehensive School, Heol Gwysodol, Penlan, Swansea. (Mixed) (1,370 on roll) (Age range 11 to 18 years). HEAD of TECHNICAL STUDIES required. Scale 4. To be responsible for the co-ordination and integration of teaching Engineering, Drawing, Metalwork and Woodwork. To commence in September, 1980. This is a social priority school. (Post Ref. GS/25.10.80/TES).

MORRISTON DISTRICT APPOINTMENTS (District Education Officer, Morriston District Education Office, Morriston Infants School, Neath Road, Morriston, Swansea).

Bishop Vaughan R.C. Comprehensive School, Minydgarnwyd Road, Morriston, Swansea. (Mixed) (1,080 on roll) (Age range 11 to 18 years).

i) Two vacancies for teachers to act as HEAD OF HOUSE. Scale 4. To commence in September, 1980. (Post Ref. MS/28.10.80/TES).

ii) To teach COMMERCIAL STUDIES. Scale 1. To commence in September, 1980. (Post Ref. MS/29.10.80/TES).

iii) To teach REMEDIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. MS/30.10.80/TES).

Gowerston Primary School, Gowerston Road, Gowerston. (Mixed) (201 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. To commence in September, 1980. (Post Ref. MP19/29.10.80/TES).

NEATH DISTRICT APPOINTMENTS (District Education Officer, Neath District Education Office, Cadogan Road, Neath).

Waucelch Primary School, Caewen, Neath. (Mixed) (220 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. Applicants should preferably have experience as Scale 2 post holders, a knowledge of the primary school curriculum and some experience in supervising the professional activities of colleagues. To commence in September, 1980. (Post Ref. NP11/30.10.80/TES).

AFAN DISTRICT APPOINTMENTS (District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot).

Cymer Afan Comprehensive School, Cymer, Port Talbot. (Mixed) (887 on roll) (Age range 11 to 18 years). To teach LATIN to O level. Scale 1. To commence in September, 1980. (Post Ref. AS/3.10.80/TES).

Glanafan Comprehensive School, Station Road, Port Talbot. (Mixed) (1,130 on roll) (Age range 11 to 18 years). To teach LATIN to O level. Scale 1. To commence in September, 1980. (Post Ref. AS/4.10.80/TES).

St. Joseph's R.C. Comprehensive School, Neath Road, Port Talbot. (Mixed) (883 on roll) (Age range 11 to 18 years). To teach PHYSICAL EDUCATION and GAMES to boys throughout the school. Scale 1. This is a temporary post which will commence on 2nd September, 1980, and end on 31st July, 1981. (Post Ref. AS/5.10.80/TES).

Application forms and further particulars of specific posts are available from the addresses shown (i.e. Central Office for the first six posts listed and the appropriate District Education Office for all other posts). Please send a stamped addressed envelope (s) to the appropriate address. The closing date for the receipt of applications is Thursday, 1st May, 1980.

John Beale
Director of Education

SECONDARY Technical Studies continued

KENT
HOVEINGHAM SCHOOL
Hoveingham, Kent
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. KS/20.10.80/TES).

LEICESTERSHIRE
MARY LINDOY SCHOOL
Leicester
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/20.10.80/TES).

GENERAL STUDIES
Scale 1
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/21.10.80/TES).

LONDON
ROYAL COLLEGE OF ARTS
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/22.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/23.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/24.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/25.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/26.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/27.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/28.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/29.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/30.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/31.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/32.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/33.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/34.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/35.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/36.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/37.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/38.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/39.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/40.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/41.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/42.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/43.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/44.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/45.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/46.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/47.10.80/TES).

LONDON
WILLIAM ELLIS SCHOOL
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. LS/48.10.80/TES).

NORTHUMBERLAND COUNTY COUNCIL

CRICKET COUNTY HIGH SCHOOL
Cricket County High School, Newcastle, Northumberland
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/20.10.80/TES).

HEAD OF YEAR
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/21.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/22.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/23.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/24.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/25.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/26.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/27.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/28.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/29.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/30.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/31.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/32.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/33.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/34.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/35.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/36.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/37.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/38.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/39.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/40.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/41.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/42.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/43.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/44.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/45.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/46.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/47.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/48.10.80/TES).

TEACHER
To teach FRENCH to O level. Scale 1. To commence in September, 1980. (Post Ref. NS/49.10.80/TES).

THE ICKNIELD SCHOOL

Love Lane, Wallington, Oxford, OX9 5RB
Group 10, N.O.R. 870.
The following teaching staff are required for September next, at this expanding coeducational, comprehensive school. The school has excellent teaching facilities which have to be further improved for September by the addition of six classrooms and two new Science Laboratories.

1. A teacher of ENGLISH—Scale 1, to teach throughout the school, within a department of six experienced specialists. Ability to teach LATIN would be an advantage.

2. A teacher of PHYSICS—to join the existing department of five specialist scientists.

3. A teacher of CHEMISTRY—to join the existing department of five specialist scientists.

4. A teacher of MATHEMATICS—Scale 2, to teach throughout the school, within a department of six specialists. The person appointed will be second in the Department and will share the work at all levels to G.C.E. 'O' level and C.S.E. A special interest in Computer Studies would be an advantage.

5. A teacher of RELIGIOUS EDUCATION—to teach throughout the school including G.C.E. 'O' level and C.S.E. work. Scale 2 available for a suitably experienced and qualified applicant.

6. A teacher of MUSIC—Scale 1, to teach throughout the school, including the possibility of G.C.E. 'O' level and C.S.E. work. Candidates should offer an alternative subject, preferably FRENCH.

7. Teacher of METALWORK and WOODWORK to join the existing Design Department of eight specialists. Candidates should be willing and able to teach BOYS' GAMES for approximately one-third of their teaching commitment in the first instance.

8. Teacher of HUMANITIES to join an existing department of five specialists. Candidates should be particularly interested in teaching less able pupils in the junior school and also be willing and able to teach GIRLS' GAMES for approximately one-third of their teaching commitment in the first instance.

Please apply by letter, giving full curriculum vitae, details of special interests and the names of two educational referees, to the Headmaster.

Oxfordshire

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September 1980.
BARRY BOYS' COMPREHENSIVE SCHOOL (11-18) 11 FORM

HEAD OF GERMAN, SCALE 3
To be responsible for the teaching and organising of the subject from Form 1 to Form 11.

MATHEMATICS, SCALE 1
Qualified Teacher of Mathematics to teach the subject in Middle and Upper School.

MYN HARRIS COMPREHENSIVE SCHOOL FOR GIRLS, BARRY (11-18) 11 FORM ENTRY

HEAD OF CHEMISTRY, SCALE 3
Suitably qualified and experienced teacher to be responsible for teaching, organising and developing the subject throughout the school.

MATHEMATICS, SCALE 1
Suitably qualified and experienced teacher to assist with the teaching of Mathematics in the Middle and Upper School.

CATHAYS HIGH SCHOOL, CARDIFF (11-18) COMPREHENSIVE, 12 FORM ENTRY

HEAD OF MUSIC, SCALE 3
Suitably qualified and experienced teacher to be responsible for teaching, organising and developing the subject throughout the school.

HEAD OF HOME ECONOMICS, SCALE 3
Suitably qualified and experienced teacher to be responsible for the Home Economics Department and able to teach to all examination levels.

FITZALAN HIGH SCHOOL, CARDIFF (11-18) COMPREHENSIVE, 12 FORM ENTRY

HEAD OF BIOLOGY DEPARTMENT, SCALE 3
Applicants should have experience of teaching to all levels of ability and an interest in the development of field work. Apart from demonstrating the ability to run this thriving department, the successful candidate will be expected to make a quality contribution to the general life of the school.

ROSWORTH HIGH SCHOOL, CARDIFF (11-18) COMPREHENSIVE, 12 FORM ENTRY

HEAD OF REMEDIAL EDUCATION, SCALE

1

Garnett College
Downshire House, Roshampton Lane,
London SW15 4HR. Tel: 01-789 6533

Vice-Principal

Applications are invited for the post of Vice-Principal of Garnett College of Education (Technical). The College prepares mature students for teaching in further and higher education and also provides advanced diploma and degree courses.

The Governors are seeking a person with high academic qualifications and experience in teacher training and further education. Experience in industry or commerce would be an added advantage.

The College is in Burnham Group 5 and the salary for this post is £11,451 (subject to formal approval) plus £509 London Allowance.

Further information and application forms, returnable by 9th May, are available from the Principal at the above address. Please quote Ref. TES.

ilea

COUNTY OF AVON

City of Bath Technical College

Appointment of

VICE-PRINCIPAL

Applications are invited for the post of Vice-Principal of this Group 6 college which is housed, mainly in modern, purpose-built premises, on an attractive site in the centre of the City of Bath. The appointment arises from the retirement of the present Vice-Principal, Mr. F. J. Williams, and it is hoped that the successful candidate will take up his appointment by 1st January, 1981.

The salary at present is £11,787 p.a. (subject to review).

Further particulars and application form (s.a.s. please), which should be returned by 8th May, 1980, are available from The Principal, City of Bath Technical College, Avon Street, Bath, BA1 1UP.

METROPOLITAN BOROUGH OF WOLVERHAMPTON

BILSTON COLLEGE OF FURTHER EDUCATION

WESTFIELD ROAD, BILSTON WV14 5ER

Principal: J. Inch, B.A.(Hons), F.G.S., F.R.G.S.

VICE-PRINCIPAL

Applications are invited from suitably qualified persons for the post of Vice-Principal with effect from 1st September, 1980, or as soon as possible after. The post is vacant upon the appointment of the present holder to a Principalship. Applicants should have had administrative experience in a post of responsibility in Further Education.

The salary for the post is at present—

£10,827 to £11,451

Forms of application and further particulars are obtainable from the Principal at the above address. They should be returned to the Principal no later than Friday, May 24th, 1980.

sefec South East London College

Head of Department COMMUNICATION & LIBERAL STUDIES

(Grade 1) in 211HAM

required with effect from 1 September, 1980.

Salary scale £10,827 to £11,451 p.a. (inner London allowance) in accordance with the Burnham Interim award and subject to formal approval.

Assistance may be given towards household removal expenses.

Further particulars are available from the Senior Administrative Officer, Lawshall Way, London SE4 7UT.

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PREPARATORY continued

Pastoral

RESIDENTIAL SCHOOL, MATHUR, to assist for continuing term, could be provided for a person with high academic qualifications and experience in teacher training and further education. Experience in industry or commerce would be an added advantage.

Physical Education

BERKSHIRE

SCOTTISH PREPARATORY SCHOOL, 185 pupils, all boarding. Required to September 1980, young, energetic, enthusiastic, and able to work with children. Salary £10,827 to £11,451 p.a. (inner London allowance) in accordance with the Burnham Interim award and subject to formal approval.

Further particulars and application forms, returnable by 9th May, are available from the Principal at the above address. Please quote Ref. TES.

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HERTFORDSHIRE

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The salary at present is £11,787 p.a. (subject to review).

Further particulars and application form (s.a.s. please), which should be returned by 8th May, 1980, are available from The Principal, City of Bath Technical College, Avon Street, Bath, BA1 1UP.

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Colleges of Further Education

Directors and Principals

CALDERDALE BOROUGH COUNCIL

EDUCATION DEPARTMENT

THE BOROUGH OF FURTHER EDUCATION

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METROPOLITAN BOROUGH OF SANDWELL

WCT **WARLEY COLLEGE
OF TECHNOLOGY**
Principal :
J. W. Longden, I.A.Sc., C.Eng., M.I.Mech.E., M.B.I.M.
APPLICATIONS ARE INVITED FOR THE POSTS OF :
SENIOR LECTURER IN ELECTRICAL ENGINEERING
Post No. A/12/80/GT
To the charges of the Electrical and Electronics Section of the Department

To take charge of the Electrical and Electronics Section of the Department of Construction Technology covering electrical installation work, electronics &

electrical engineering programmes, and to teach electrical engineering courses.

SENIOR LECTURER IN APPLIED CHEMISTRY
Post No. A/10/80/CCAS

Applicants should have a particular interest in energy utilization and co-Graduate or equivalent qualifications together with teaching and industrial preferred.

LECTURER GRADE II IN INSTRUMENTATION, MEASUREMENTS, CONTROL AND SYSTEMS
Post No. A/14/80/ET

To teach O.N.D. in Technology subjects including Instrumentation, mea-

control and systems. An ability to assist with the teaching and development of processor applications to mechanical engineering would be an advantage. Should be graduates with experience in teaching and/or industrial experience in above areas.

LECTURER GRADE II IN MATHEMATICS
Post No. A/19/80/CQAS
To teach Mathematics at all levels. Graduate or equivalent qualifications and teaching experience preferred.

LECTURER GRADE I IN BRICKWORK
Post No. A/13/80/CT

To teach Brickwork and associated subjects on integrated and craft certifi

in Brickwork and to teach associated subjects on other craft courses. Min-
 cation required is an Advanced Craft Certificate in Brickwork.

LECTURER GRADE I IN CHEMISTRY
 Post No. A/17/80 CCAS
 Graduate or equivalent qualifications with an Interest in Applied Chemistry

LECTURER GRADE I IN COMPUTING
 Post No. A/18/80/CCAS
 To teach Computing up to B.C.S. Part 1. Graduate or equivalent qualifi-
 cation in a commercial/Industrial environment preferred.

LECTURER GRADE 1 IN GERMAN WITH SOME FRENCH

Post No. A/8/80/GE

Graduate or graduate equivalent qualifications, together with teacher or teaching experience. An interest in or experience of technical/commercial work would be an advantage. Previous applicants will be re-considered.

LECTURER GRADE I IN PRODUCTION ENGINEERING

Post No. A/7/80/ET

To teach/workshop practical elements of the first year Off-the-Job Train-
related studies to Craft students. Applicants should have considerable practi-
cal production workshop experience together with a further education teach-
ing qualification.

LECTURER GRADE I IN VEHICLE BODY BUILDING

LECTURER GRADE 1 IN VEHICLE BODY REPAIRING

Post No. A/3/80/OT

To teach on integrated courses for Vehicle Body Builders and Repairers and Body Craft Studies courses Parts I and II. Applicants should be able to offer in PSV and Commercial Body Work. Minimum qualification required is a Guilds Certificate in Vehicle Body Work or an equivalent.

THE FOLLOWING ARE TEMPORARY ONE-YEAR FULL-TIME POSTS:

LECTURER GRADE I IN CHEMISTRY
(TEMPORARY—ONE-YEAR)

Post No. A/1/80/CGAS

For student qualifications and/or teaching experience/training

Graduate or equivalent qualifications and/or teaching experience required.

LECTURER GRADE I IN ENGLISH AS A FOREIGN LANGUAGE/ SECOND LANGUAGE
(TEMPORARY—ONE-YEAR)
Post No. A/15/80/GE
Qualified teachers of the above subject preferred with appropriate teaching experience.
LECTURER GRADE I IN GENERAL AND COMMUNICATION STUDIES
(TEMPORARY—ONE-YEAR)
Post No. A/9/80/GE
To teach General and Communication Studies to a variety of classes. So

experience of T.E.C. courses would be valuable. Ability to report orally and in writing to GSE (A) level would be an advantage. Graduate and

SALARY SCALES:

Lecturers Grade I:	£3,768 to £6,438 p.a. in 15 increments.
Lecturers Grade II:	£4,008 to £7,088 p.a. in 10 increments.
Senior Lecturers:	£7,042 to £8,280 p.a. in 4 increments x Bar 1 2 increments in cases where work reaches advanced level. All above scales subject to review.

Applications are now invited for the above posts to commence duties on 1980. Application forms and further details (quoting Post No.) may be obtained from the Principal, Wrexham College of Technology.

The Principal, Warley College of Technology,
Crocketts Lane, SMETHWICK, Warley, West Midlands B66 3BU.

Tel. No. : 021-554 4121, Ext. 3.
Closing date : Tuesday, 5th May, 1980.

